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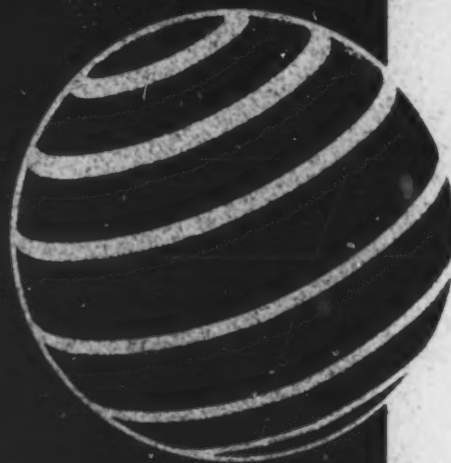
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ABSTRACT

These proceedings record the addresses, concurrent sessions, and business meetings of the annual meeting of the Association for Continuing Higher Education (ACHE). Part 1 consists of three addresses: "World Collaboration for a Global Perspective" (Beverly Cassara); "When Chaos Is the Solution: A Paradigm for 21st Century Mandates and Strategies" (Barbara Mossberg); and "Enhancing Continuing Education through Partnerships" (James Vondrell). Part 2 contains 12 concurrent session presentations: "U.S. Branch Campuses in Japan: An Experiment in International Cooperation in Education" (Michael Harpending); "Fostering Cross-Cultural Communication: English and Business for Internationals" (Alan Lytle); "Recruitment and Retention of People of Color: A Dual Perspective" (Barbara Roseboro, Bobbie Walls); "Can We Ignore Half the Future of Higher Education?" (Honour Moore); "Rethinking Continuing Higher Education: A Survey of the ACHE Membership" (Raymond Campbell); "Institutes for Learning in Retirement Enrich Campus and Community" (James Verschuere); "The Global Technology of Fiber Optics" (Dan Brook et al.); "Improve the Quality of Continuing Higher Educator's Leadership Role in Economic and Community Development Planning" (Michael Vavrek et al.); "Where Is Nontraditional Education Going? Exploring the Dynamics of Change" (Patricia Sparks); "Working with the Federal Government to Provide International Training Programs" (Eric Grosse); "Implementing Gender/Multicultural Equity: A Study of Faculty Response" (Sylvia McLaurin, Elizabeth Tisdell); and "A New Look at Older Adult Programming" (Judith Hochman et al.). Part 3 contains a summary of business meetings. Part 4 includes these appendixes: membership report, comparative financial summary, and committee reports. (YLB)



A Call to Consciousness:

CONTINUING EDUCATION FOR A GLOBAL PERSPECTIVE

1993 PROCEEDINGS

ACHE 55th Annual Meeting

October 17-19, 1993 • Jackson, Mississippi

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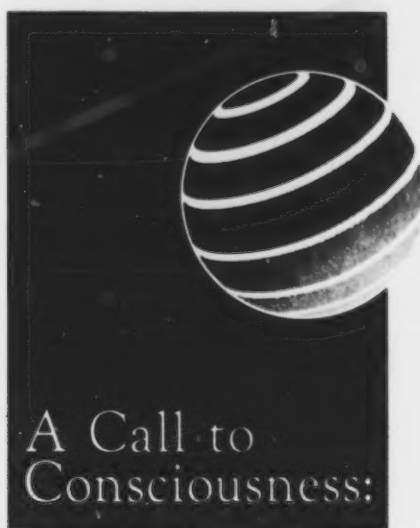
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**CONTINUING
EDUCATION
FOR A GLOBAL
PERSPECTIVE**

Proceedings of the Fifty-Fifth Annual Meeting

ACHE

Association for Continuing Higher Education

Jackson, Mississippi

October 17-19, 1993

Donna J. Boyd

Editor

California State University, San Bernardino

Preface

Presented herein are the 1993 Proceedings of the Association for Continuing Higher Education (ACHE). These Proceedings record the Fifty-Fifth Annual Meeting of ACHE held in Jackson, Mississippi.

I am most happy to edit these Proceedings because I was asked to do so by my mentor and friend, Jan Jackson, 1993 President of ACHE. As you may remember, Jan gave "A Call to Consciousness" during her luncheon address last year, stating:

I call upon this dynamic association to use its imagination to consider how we in continuing higher education can help build a global perspective within our institutions and our communities.

I call upon you to hold onto that sense of vision that we in continuing education are known for. If we are to assume a leadership role in fostering global understanding, we must be able to look past the immediate and local issues at hand.

...When we focus too much on the moment, we risk losing perspective, vision, and any sense of what lies ahead. We cannot afford to let this happen. Global understanding-- and, ultimately, world peace-- depends on vision.

The 1993 Program Committee used their imagination and vision to provide a most thought-provoking conference, with keynote presentations ranging from global education, to "round-world thinking" and a stimulating global dialogue moderated by Claudio Sanchez. Paula Peinovich, Program Chair, also took on the task of coordinating a pre-conference Leadership Institute designed for historically and predominately black institutions. The Institute was sponsored by a grant from the Kellogg Foundation and was quite successful. Unfortunately, the Institute was not included in these Proceedings.

Sue Pace and the Local Arrangements Committee offered up their southern hospitality, including a trip to *Crossroads, USA*, a museum and old Mississippi town-- with plenty of barbecue, catfish and rhythm and blues!

Once again, I would like to thank California State University, San Bernardino for making this publication possible.

Please accept these Proceedings of the Association for Continuing Higher Education's Fifty-Fifth Annual Meeting.

Donna J. Boyd
California State University, San Bernardino

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Part One: Addresses

World Collaboration for a Global Perspective

Presenter: Dr. Beverly Benner Cassara, Visiting Professor of Adult Education, University of Southern Maine

Chair: Jerry Hickerson, Winston-Salem State University

Recorder: Hugh Innis, Ryerson Polytechnic Institute

After the most inspiring words of Dr. Sudarkasa in yesterday's general session, I am sure we are all more motivated to use the excellent opportunities which the profession of adult education provides to enhance global understanding among the peoples of this little world. And I am also quite sure that you all recognized yourselves as internationalists in one way or another, at least in my definition. When students ask me, "But Dr. Cassara, what does it mean to be an international adult educator?" I have a very simple answer. It means to be informed about the education of adults in other parts of the world as well as our own, to care enough to put that knowledge to good use, and to understand above all that we do things with other people and not for them. Believe me, it is one of the most rewarding tasks we could ever face, and it is amazing to me that everyone has not jumped on the bandwagon.

In the middle 70s, I carried out a study of the nearly one hundred graduate programs in adult education in the United States and Canada to determine the amount of international activity in their programs. At that time there were only about a half dozen programs that had a course dedicated to an international subject.

Ten years later, I repeated that study with the help of Dr. James Draper of the Ontario Institute for Studies in Education. We were certainly pleased to learn that international activities had increased immensely, but still there were fifteen programs which did absolutely nothing-- no exchange professorships, no exchange students, no international research, no courses, not even any private international consulting on the part of the professors. Let me give you one more example. Only three departments in the U.S. reported student exchange programs, although fourteen reported sponsoring student tours abroad. At that time, student exchanges were almost non-existent in Canada. However, now as we approach the middle of the 90s, I am sure there would be a wholly different and improved picture. I urge one of you here today to make that new study and in doing so become a recognized internationalist.

Most recently, with the help of faculty members at the University of Southern Maine, I have conducted a survey of the graduate adult education programs in the United States and Canada to ascertain what they are doing related to multiculturalism. To summarize very quickly, I could say that out of the one-hundred responses, 76 were very keen on taking significant action, and about half of those were already doing so.

In this presentation today, I have three objectives which I hope you will find helpful. In the first place, I will discuss the history and the work of the International Council for Adult Education, of which I am currently a member of the Executive Board. Secondly, I will discuss briefly the international activities that I have carried out, so that you will see first-hand how easy it is to become involved. And lastly, I will enumerate and explain many ways that adult educators can become involved in international work, sometimes without leaving the desk.

The International Council for Adult Education, headquartered in Toronto, was really the brain-child of a great, humble and good man, a Canadian named Roby Kidd. Some of you have undoubtedly had the pleasure to know him. In the late 60s, Roby, a professor at the Ontario Institute for Studies in Education, found himself becoming a one-man clearinghouse for all those adult domestic educators going abroad and all visitors coming to the U.S. and Canada or almost anywhere else for that matter. So when he attended the UNESCO Conference on Adult Education in Tokyo in July 1972, he gathered a group of leaders from many countries to discuss the formation of an international non-governmental adult education body, and by February 1973 the Council was registered in Canada.

Roby Kidd was its first Secretary-General, a position he held until 1979 when he moved over to take on the role of Treasurer, and a young man whom he hand-picked and trained superbly, Dr. Budd Hall, became the new Secretary-General. Budd served until 1991 when he resigned to take a professorship in adult education at the Ontario Institute for Studies in Education, after fifteen years of devoted service in which he gave all his human energy to the development of the Council. Budd's students are very lucky to be studying with the world's foremost authority on adult education internationally. Today, a woman with dual citizenship in Chile and Canada, Ana Maria Quiroz, has picked up the challenge and is a most wise and competent leader in the position of Secretary-General.

If you are interested in the details of this history, you will find them next year in a book I am editing, Adult Education: World Collaboration, in the chapter written by Dr. Hall. I will not try to review the history of the work of the Council, but only to give you some insight as to the current situation.

The ICAE is not a bureaucratic hierarchy. It is a federation of adult education organizations. The world is divided into seven regions-- Africa, Arab Region, Asia and the South Pacific, Caribbean, Europe, Latin America and the North American Region which includes the U.S. and Canada. Each region elects a Vice President. Additionally, there are now over 100 national organizations affiliated, since national adult education associations in any country may become members of the ICAE directly, as well as working within their own regional grouping. The national organizations in each region, working together, elect one member of the Executive Board. At this point in time, Dr. Jacques Proulx of Canada is the Regional Vice President from the North American Region, and I was elected to the board by the national associations in Canada and the U.S. Our four-year terms come to an end next year and in the new elections, the Vice Presidency for the region will alternate to the U.S. and the other member will be from Canada.

The regions coordinate, motivate, and support to the best of their ability the adult education work in their area through conferences, newsletters, personal communication, etc. In each case they try to give particular emphasis to the four current priority issues of the ICAE which are chosen at the international conferences every four years. The conferences have been held in Tanzania, Paris, Buenos Aires, Thailand, and next year the fifth conference will be held in Egypt.

The four current priority issues are (1) the education of women, (2) the environment, (3) literacy, and (4) peace and human rights. The work for these priorities is carried on by international networks, whereby all those persons interested in an issue join the ranks of a network. None of the networks work in exactly the same way. Much depends on the level of initiative of the leaders, the sources of funding, the number of countries involved and the level of their involvement. However, networks do research, they make information available, they hold conferences, and communicate with the members in whatever ways are possible in order to initiate action.

I should definitely mention in passing that the ICAE is an accredited member of a number of Non-Governmental Organizations (NGOs) bodies at the United Nations and often plays a leadership role in various activities. The magazine of the ICAE, Convergence, is an excellent source for information about adult education around the world.

Since membership in the organization is by institution, individuals sometimes wonder how they can interact. Here in the United States, the AAACE is a member of the ICAE, as is the Coalition of Adult Education Organizations, of which your body, ACHE, is a member. There are two other U.S. member institutions, the Association for Community-Based Education and Laubach Literacy Action. More direct interaction can come through membership in the International Associates for Adult Education which is tied to the CAEO, or through getting information and becoming a member of a network. Incidentally there are other networks in addition to those of the current priorities-- for instance, participatory research, history of adult education and others. I have brought along some brochures on the Associates and on the ICAE which are available here today.

Now the second item on my agenda. How did I get involved? There are so many facets to my interests now, that I could never enumerate them all. But let me just cite a few. In the first place, when I became an Associate Professor of Adult Education at the University of the District of Columbia, I thought that the Fulbright organization should be sponsoring adult educators and I applied, scarcely hoping that I would be successful. I was, and I went to Berlin to do research on the career pathways of professional women in the then four institutions of higher education. I had six short months of lead time to bone up on my German. Fortunately, most academic Germans also speak some English, so my interviews were carried on in a mixture of the two languages. I sent my report back to Germany in German because I noticed that some German academics had a pile of material in English on their desks which they didn't always get around to read. It paid off, and I was invited to be a guest professor at the University of Sigen for a semester.

This experience was such a turning point in my career, that I immediately became aware that back home at UDC, we were doing nothing to prepare our adult education students for international understanding or work, and I made it my business to do something about that.

Not being able to find funds to help students go abroad, I organized a graduate student tour to Kenya's Adult Education College. Five students were able to pay their own way, as I did, and we raised funds to help another faculty member go. We had a magnificent three-week seminar studying adult education in Africa, for which I got Coca Cola of Africa to pay the stipends for the faculty members of the University of Nairobi. This group of students came back to D.C. and hosted an East African Fair at the University.

One of the next steps was a faculty exchange program which we were fortunate enough to have funded by the USIA. Over a three-year period seven faculty members from Nairobi's Adult Education College, and seven members from our Adult Education Department had exchanges for periods of one to three months each. To do all this on \$50,000 was a miracle made possible by the cooperation of many individuals on both sides, such as the provision of free room and board. I could spend many hours describing the beautiful experiences that resulted, and from each one more actions were spun off. You'll have to take my word for that since you would not want to sit still to hear them here. Allow me to mention just one. One of the men from Nairobi wanted very badly to come back to America to do a doctorate. Another woman and myself became a committee of two to make that happen. Five years later we sent a new Ph.D. back to Nairobi to a department of 35 persons where there were until then only three persons with the doctorate.

At the end of the three-year exchange program, when I went back to Kenya to work on the evaluation, I took my husband, a professor of American history, along as a volunteer to give lectures. The Kenyans were very much interested in American independence and human rights. They flocked to his lectures in each of the provincial cities, and the discussion periods were endless.

While there, I met with a group of women students who had graduated from the Diploma Program in Adult Education. I wanted to learn what this experience had meant to them personally and professionally. Their tales were so moving, I asked if they would try to write them for publication. In the end about four of them did and I got them published in the Howard University Journal of Negro Education, of which I was a guest editor for the summer yearbook in 1987.

Back at UDC, I now had a support group of faculty and students interested in international adult education. During the next decade they assisted me, along with community members who now had developed the interest, in hosting three national conferences on aspects of international adult education.

You know there are many international visitors at the AAACE conferences, and many of them need some help in figuring out what is going on in our AAACE three-ring circuses. When I was Chair of the international Associated in Adult Education (CAEO), we decided that it would be a good idea to have a pre-conference on international adult education to which all the visitors from abroad would be invited as well as any of our own members. We did that for two or three years, and it was a most rewarding experience to exchange information and ideas and develop friendships with persons from many countries. Skipping over many details, I should just say that many of the participants, like myself, made strong friendships that resulted in professional invitations to other countries.

I was particularly annoyed that the large German delegation was almost always made up of men. I determined to do something about that, and managed later to bring an advanced woman doctoral student to lecture at UDC and then at the national conference in Louisville. This opportunity gave her a little jump in status among her mail colleagues which she rightly deserved. She is one of the most eminently qualified adult education professors I know. Today she is a professor at the former East German University in Jena.

In so far as possible I made it my business to become very familiar with the ICAE. We invited ICAE speakers to each of our national conferences, and participated in various aspects of their work. I believe then and I still do that we need a very active and professional international body to undergird our struggling adult education movement. Therefore, I was very happy to be elected to the Executive Committee of the ICAE which for me was the crowning jewel in my professional career.

When I retired from UDC and was moving to Maine, I sent along my resume to the University of Southern Maine, just in case they had any need for my services, and the telephone rang immediately. They were having a conference on international adult education and they needed a keynote speaker. That was the beginning of a happy relationship with them, as I have done their international adult education course for them each year.

In 1986, I was invited to be a co-coordinator of a conference in Frankfurt, Germany on the subject of multiculturalism in adult education. This opened my eyes to the fact that multiculturalism and internationalism are two sides of the same coin. When I returned, I went to work on the book, Adult Education in a Multicultural Society, which was published by Routledge in 1990. Now, as I mentioned earlier I am getting

out the book on international collaboration in adult education which will be a textbook, but also an informative book for NGOs and governmental policy makers. It deals with the IC AE, NGOs, the World Bank, UNESCO, and the bilateral work of six countries.

Now, let me just tell you about one other project which is most exciting. The Peace Corps in the late 80s decided to go for persons with more advanced education, and devised a plan whereby Master's students could be accepted to the Peace Corps before finishing their programs and complete their work by direct research, independent study or internships in the host country. I got UDC to go through all the legal processes, and several students are either still away or have finished their programs. Also students from the University of Southern Maine are working in other countries as a result of their international study.

I have been very privileged to participate in this international work and help make it possible for others to have very rich and rewarding international experiences. So you see, you can do some of the same kinds of things, and you will love every minutes of your international and multicultural experience.

Now the third item on my agenda-- how to get involved. Let me count the ways. In the first place, let me say right away that I know well that many of you are involved in international activities, so there may be nothing new in the information I am about to provide. What might be new is the idea of a systematic approach so that we make things happen and not just wait for the serendipitous moment.

In any case, the following listing of activities may be helpful to you as you try to advise others.

In the very first place, one should check her or his own interests. What countries of regions of the world intrigue you? You have a wide choice. There are 184 countries in the United Nations. It is important to follow your interests. Your motivation is more sure, and your work becomes a joyful endeavor.

To do this one needs much information which, of course, can be acquired in endless ways--not only about adult education activities, but about the social, economic, and political conditions in those countries out of which adult education needs arise. Let me mention three adult education publications which may be helpful, but there are dozens more. Two are sent free of charge. Since you will be receiving a copy of my presentation in the Proceedings of this meeting, I will include the addresses for your benefit. One is the German adult education publication, Adult Education and Development, (Deutscher Volkshochschul-Verband, Fachstelle Fur Internationalzusammenarbeit, Rheinallee 1, D-5300 Bonn 2, Federal Republic of Germany). It is very informative and interesting. Teachers might even like to use it in the classroom.

A second free publication is UNESCO Adult Education: Information Notes (Literacy and Adult Education Section, Basic Education Division, UNESCO, 7 place de Fontenoy, 75352 Paris SP 07, France). It contains brief articles about people, meetings, books, newsletters that are available from many countries and more.

The third publication I will mention is ICEA's Convergence-- well worth the subscription fee. It has longer articles and deals with theoretical ideas as well as descriptive material. I couldn't live without it. As I said, there are many more, but if you followed through on these you would know where you wanted to turn next. (International Conference for Adult Education, 720 Bathurst St., Suite 500, Toronto, Ontario, Canada M5S 2R4).

Language is a critical if not crucial consideration. When it is at all possible, we should attempt to learn the language of the area of interest. It is very frustrating not to be able to communicate directly. I believe we are doing are graduate adult education students a disservice by not requiring facility in a language other than English. I have to tell you a tale on myself. A colleague from South America asked my opinion of materials he had been sending to North American adult educators. I had to admit I had not read them. I said that the trouble is that everything from South America comes in Spanish. He replied that it might have occurred to me that everything from North America comes in English. Late in the game, I've been working on Spanish, not making too much headway. I've worked so hard on German, my brain thinks that is the only other language there is. When anyone speaks to me in French or Spanish, I always seem to answer in German. But students of today should face down this challenge and master more than one language.

Easing into international activity gives lots of possibilities. Think of pen pals. That's not just a childhood activity. After I returned from an adult education tour to the USSR, I felt I wanted to get some kind of personal contact. Through the Sister City Program in Portland, Maine, I located a most interesting female professor in a teacher's college. She appreciates the contact as well as I do. While she doesn't believe she will ever have the money to come to the United States, she keeps inviting me there. It would be a simple matter to get a contact through your ACHE, or any of the other adult education organizations.

There are many volunteer organizations one can work through without making a lifetime commitment. Let me mention again the Sister City Programs. It is possible to connect with a whole variety of different interests in these programs. Take the World Affairs Councils that exist in many cities. Years ago, I used to lead a one-day bus tour of one hundred persons to the United Nations for the Boston World Affairs Council. I don't know how far reaching the Society for International Development has spread throughout the country, but in Washington, D.C. I found it a great place to be informed and meet people with like interests. Then there are the United Nations Associations. Most cities have them. Church groups are more and more getting involved in international work and especially women's group in church or other, and these are not longer just missionary work. Some are really involved in adult education. A little caveat here, one has to choose a volunteer project carefully. No one has professional or personal time to throw away, so we have to be deliberate in choosing and deciding just how much time we will spend on a given project.

One of the very most pleasant ways to get involved internationally, is to welcome foreign guests into the home. Through all the organizations mentioned above and many more you can make your interests known. In this way you are providing a service for the guests and for yourself.

Above I stated that many persons from other countries are attending the AAACE conferences, and it is certainly true that Americans are swelling the ranks of conferences in other countries. Probably you have all done it, and those of you who are administrators are no doubt aiding your instructors in whatever way you can to attend also.

Americans in general really don't know much about what goes on at the United Nations, the World Bank, the International Monetary Fund, or what NGOs are or how they work. However, adult educators need to know. They need to know how much of what is being done and for what reason. They need to know so that they can speak out on issues, and serve as a corrective influence for enlightenment. (Read my new book.)

When one gets really serious about international involvement, that is the time to look to the Fulbright possibility which is much more accessible than we are apt to think. Just a little hint on that score. Before

you apply, get yourself a firm invitation to an institution which you would like to visit. This shows you know what you are doing, but beyond that if the Fulbright doesn't happen to come through, you may just find that you can organize that visit in another way once you have gone that far.

Exchange programs are not difficult to arrange. It just takes a little doing. My daughter at Bunker Hill Community College in Boston exchanged with a faculty member from Nelson Colne College in Yorkshire. They exchanged jobs, houses and automobiles for the year through the help of the American Association of Community and Junior Colleges.

Sabbaticals offer an opportunity. There again, the Sabbatical Committee will be much impressed if you have a definite invitation and a well developed project.

For persons close to retirement, one should think of the Peace Corps. They appreciate the experience that older persons bring to the work. Also the United Nations has a volunteer program for experts in many fields.

Consulting is another possibility. Actually, adult education professors were doing this before they ever realized that they should be training graduate students in their footsteps. Some still do not realize that. The USAID, the World Bank, any number of UN organizations, church NGOs, and all kinds of private NGOs need adult educators for short or longer assignments. They may not use the words "adult educators," but the mission is the same. One just has to familiarize oneself with a number of such organizations to see what the work is. The Academy of Educational Development in Washington, D.C. keeps a file of professionals, so that they can call on them when they are writing a new grant. You can register with the AED or with other consulting agencies. You could get a list of agencies which do consulting for USAID, for instance.

We must not overlook the USIA where various possibilities exist from time to time. I heard about the college professors exchange program at a meeting of the Graduate Council of the United States. When I got back to Washington, I looked them up immediately and good things happened for our exchange program with Kenya. Write or fax the USIA for up-to-date information.

When students ask me what international adult education work is, I tell them it can be full-time or part-time, volunteer or paid, done in the United States or abroad, and on any aspect of adult education that may interest them. This sometimes leaves them baffled because they cannot see a direct path to a career. They are right, there is no direct path. Each person has the lovely privilege of shaping her or his own career. One has to be motivated, creative and informed, but that's the way adult educators are anyway.

In closing, I have one plea. I think you heard this from Dr. Sudarkasa yesterday as well. You must generously share your commitment to international adult education. Share it with your administration, your teachers, and your students, but especially within the communities in which you work.

For instance, when adult students are learning to read, why should their books not be about people learning to read and write in other countries. If the books do not exist, some of you can write them. But even beyond such targeted possibilities, adult education covers a multitude of activities which community members would find interesting-- income generating projects for women in Third World Countries, health, environment, peace and human rights, literacy. For as adult educators, we have the charge to educate the people, and not only in the classroom.

One last very crucial point. Be sure that every activity you undertake generates another. Such spin-offs are the surest way of becoming efficient and effective on a continuing basis.

News of the world today can be quite depressing. We hear that there are wars in at least 17 countries, and peace-keeping forces of the UN in 14 countries, and all kinds of barbarity in others. The adult education movement alone cannot fix the economic, social or political problems of this world, but these problems often have roots in the undereducation of adults, and they cannot be solved without adult education. The final caveat is this, international adult education is absolutely necessary. It is endlessly various, but one thing must always be forward in our minds-- we all must be learners as well as teachers. We must understand each other's values, and promote respect for the dignity of persons and peoples.

I urge you to move to the forefront of this meaningful, and essential activity-- world collaboration for a global perspective-- to make Planet Earth a better place to live.

**When Chaos is the Solution:
A Paradigm for 21st Century Mandates and Strategies**

Presenter: Dr. Barbara Mossberg, Senior Fellow at The American Council on Education

Chair: Edie Barnett, Old Dominion University

Recorder: Norma Long, Towson State University

Encouraging the audience to "be a fish out of water-- experience other environments," Dr. Mossberg discussed the implications of a round-world for educational leaders concerned with issues at the heart of 21st Century challenges: rethinking what, when, where, how and why we teach to higher education's steadily growing lifelong learning non-traditional students, a group which will dominate education in the 21st Century.

She suggested that the increasing diversity and change facing our world-- widely understood to be sources of social division and lack of coherence-- are not in themselves necessarily problems to be overcome in our educational strategies, but point the way to how Nature goes about solutions. Using the paradigm of chaos theory (or "round-world thinking"), we can understand diversity and change as necessary and valuable forces for growth and survival of any dynamic organization or system, from the human being to the educational institution or program to planet Earth and beyond. Global thinking reconfigures habits of thought that have dominated our often overwhelmed and anxious sense of mandates and challenges; using chaos theory as hard scientific evidence, we can forge a new mindset for creating strategies to provide the global education that lifelong learning in the 21st Century requires. In this mindset, we see the central role international education plays in generating global thinking.

A complete manuscript of this presentation was not submitted for publication.

Enhancing Continuing Education Through Partnerships

Presenter: James Vondrell, President-Elect, Association for Continuing Higher Education
University of Cincinnati

Good afternoon friends. It is a real honor to stand before you as President-Elect of this great organization. When I was approached last year about running for this office, I was somewhat hesitant. It seemed like there was so many other qualified candidates. I was satisfied being a Board Member. But most of you know Sam Bills, and he just wouldn't take no for an answer. I have to admit that when I went to Milwaukee last year, I was still not certain I had made the right decision, so I was a little apprehensive. During the beverage break right before the business meeting, I was getting a coke when I noticed two members of our organization talking with their backs to me, so they didn't see me approach, and I heard one of them say something about the election. So my ears perked up, and the other one stated, "I think he has all the 'tools' to make a good president." I relaxed a little bit, and the other said, "he might have all of the 'tools', but I am not sure he has all of the handles." I about dropped my coke when the first one replied, "I think Clinton will do a good job." I may not have all of the handles but hopefully I can find them, with the great support I know I will be getting from the Board and the various committees.

Sam Bills also talked me into being program chair for the Seattle meeting in 1991, while being very frustrated at times, it turned out to be one of the best experiences I have had. I look forward to that same feeling when the Toronto meeting closes next year.

One of the privileges of the President-Elect is to select a theme for the national meeting during his/her presidential year. I have identified "Enhancing Continuing Education through Partnerships" as the theme for the 1994 annual meeting in Toronto. I am pleased to announce that Dr. Pat Lawler from Widener University has agreed to chair the program committee; she and the committee have already begun the planning for what I know will be stimulating and enjoyable meeting in Toronto, October 23-25, 1994.

The idea of partnerships in continuing education is not new, I can remember a book published by the American Council on Education back in 1983 entitled Directory of Campus-Business Linkages: Education and Business Prosperous Together, that described examples of partnerships between CE units and companies. There have also been other conferences that have utilized the partnership theme, sometimes under a different term, such as linkage or collaboration, but usually from a narrow perspective. I would like us to broaden our thinking regarding partnerships and consider the possibilities from all angles.

Webster defines a partnership in terms of a joint interest, Edward Hines in his ASHE-ERIC Higher Education Report goes a bit further and suggests that joint ventures exist when both entities seek ways to work together to achieve mutually desirable ends, neither side defining the relationship unilaterally.

The Regional Educational Laboratory talks about successful educational partnerships as characterized by an exchange of ideas, knowledge and resources with the purpose of improving some aspects of education; the relationship is based on the identification and acceptance of compatible goals and strategies and a respect for the differences in culture and style of the participating organizations.

In a 1990 article by Tony Grobe, he described educational partnerships as a process not an event, he talks about a partnership not only as a relationship between institutions, but also between people within these institutions and that the goals and form of a partnership continue to change and evolve. I would submit to you that most failed partnerships that were based on a valid premise failed because it was seen as a "snapshot" in time of two institutions linked together without consideration of the everchanging nature of the relationship and of the importance of assuring that the individuals involved were actively engaged in the venture.

The idea of partnering is not unique to education, there are many lessons we can learn from other areas including the business world. Consider the automotive industry as they have moved from competition to partnerships; for years GM, Ford and others attempted to ignore the advances of the Japanese auto industry, then they tried to compete with them; now, where it is mutually profitable, they have formal partnerships. Examples include, Diamond Star Motors in Normal, Illinois where Chrysler and Mitsubishi have teamed up, also General Motors has joint ventures with Suzuki and Toyota, and Ford is collaborating with Mazda.

In some ways the situation in higher education is similar; during the sixties and early seventies the demand was such that we weren't too worried about the schools in our area, but in the past years, competition among these schools has increased steadily. As a colleague of mine at the University of Cincinnati has remarked, there are no new markets, we must find other ways to grow. Developing partnerships may be one way.

The idea of collaboration or linking seems to make sense from many perspectives. One of W. Edward Deming's 14 points emphasizes the need for American businesses to make a partner of every vendor, and to work together with them on a long-term relationship of loyalty and trust.

Stephen Covey in his highly acclaimed book, *The 7 Habits of Highly Effective People* describes what he calls the "Maturity Continuum," moving from dependence to independence to interdependence. Interdependence being the "paradigm of we," we can combine our talents and abilities and create something greater together.

As an aside, another thought from Covey's book that I really like is the idea of treating employees as volunteers, we should already know to treat customers as volunteers, his point being, that our employees volunteer the best part, their hearts and their minds.

Business has learned the lesson of partnering in a big way. In the January, 1993 issue of *Training Magazine* a second feature on problem-solving partnerships was included. It highlighted case studies in everything from partnerships in leadership development to computerized training. Twenty seven examples were included, unfortunately only one involved a University or College and that was the University of Minnesota.

Several years ago Donna Queeney, the editor of *ACHE's Journal of Continuing Higher Education* wrote that universities and colleges, professional associations, and other organizations each have unique strengths and resources that can be combined to further a mutual goal. While linkages could occur throughout the institution, Queeney felt that Continuing Education could serve as the catalyst that centered the various units, and was often in the best position to implement those new ventures.

In a recent NUCEA Newsletter, Marcia Bankirer states that "...the voting public has issued a mandate that our educational system provide leadership for developing a sense of community, providing skills that will lead business and industry to successfully compete in a global environment and to harness the power of technology towards socially desirable goals." When success will be measured in so many areas and with so many constituencies throughout our society, we must actively seek those partnerships now which will help ensure the success of our endeavors."

It seems to me that developing partnerships in continuing education has promise for three main reasons:

- (1) Expanded utilization of scarce resources.
- (2) Program enhancements and growth.
- (3) Strategic positioning of the CE unit on campus.

For each of these three concepts to flourish it will require partnerships that cover the gamut, including intra university/college partnerships, inter university/college partnerships, partnerships with various constituencies including business and industry, elementary and secondary schools, professional associations, labor unions, social groups, community organizations, and others.

A study that supports this contention was conducted in the late eighties by the American Association for Higher Education. It found, as a result of surveying 3000 Chief Academic Officers, that there were a number of benefits (as an example) to school-college partnerships, including:

- Faculty Development
- Programs for Pre-College
- Programs for "at risk" Students
- Programs for Gifted and Talented Students
- Pre-Service Training for New Teachers
- Articulation Programs
- Curriculum Development
- Research on Teaching and Training
- Programs for School Administrators and Counselors

Also consortia focusing on such topics as:

- Faculty and administrators development center
- Clearing house for educational materials
- Task forces on issues
- Grant writing
- Faculty exchange
- Shared facilities

I am sure many of the institutions represented here today, if they have had any interest in partnerships, have looked to linking with business and industry. In a 1988 Jossey Bass book, entitled Higher Education in Partnership with Industry, many benefits that accrue to the higher education institution involved with such a relationship were described. These included:

- Financial rewards
- Increase enrollments
- Source of adjunct faculty

- Augmentation of faculty salaries
- Keeping institution on "cutting edge"
- Improved instruction and research
- Enhanced community image
- Feedback to classrooms
- Access to laboratories and equipment
- Placements for student interns

At Trident Technical College the new home office for ACHE, Wayne Whelan is involved in a project where the College is partnering with the Robert Bosch Corporation to provide training to help local suppliers to the Bosch Company become certified in meeting the world-class quality standards Bosch requires.

At my school, the University of Cincinnati, one of our successful partnerships is with the local GE Aircraft Engine plant - we have College staff members working full time at the GE facility developing/facilitating and teaching programs for GE employees - they actually report to a GE manager. Currently we have 19 staff members working on site.

While I am focusing on partnerships that may enhance CE resources I would also like to mention a natural for those universities that have a Graduate Adult Education Program. In fact there is a brand new book out entitled Challenge and Change: Creating a New Era of Collaboration in Adult Continuing Education, edited by Robert Mason and Bill Young of Northern Illinois University, who, along with several other of our colleagues, take a look at the concept of planned collaboration between CE and Graduate Adult Education programs.

Huey B. Long relates in the book that since the Adult Education program is usually not that well funded, support from CE should be welcomed. In return, interns would be provided to the CE program, faculty could conduct research of interest to CE and assist in grant writing. The adult education graduates would be a perfect pool from which CE could draw new employees. The Adult Education program might also utilize CE employees as adjunct instructors. I would add that the Adult Education faculty could assist in developing and delivering train the trainer programs and also conduct program evaluations for the CE units. Maybe the most important result might be the enhanced academic respectability such a partnership might bring to Continuing Education.

On the other hand, the book also includes a chapter by Jerold W. Apps who describes barriers to the collaboration of CE practitioners and adult education faculty. He mentions the often held belief that professors are too theoretical while CE practitioners are money grubbing entrepreneurs; he talks about campus reward systems not being supportive and faculty too busy doing what faculty do to get involved.

Von Pittman described his belief that there is a rivalry between CE practitioners and Adult Education faculty that limits cooperation, and exists because each group has its origins in different historical and ideological traditions; Adult Education out of the social movement and CE out of Extension. Although his view is somewhat limited, as he overlooked the history of evening programs, I would agree that these two groups have different views of money (CE believes every activity must pay for itself), of the value of research and theory, and of the utility of graduate preparation (How many CE Deans require an Adult education background in his/her employees?). Pittman does state that he believes there is much to be gained by

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developing closer ties between CE folks and Adult Education faculty. One University that believes this, is Northern Illinois University where the College of Education, Adult Education Program and Continuing Education have jointly developed the very successful office of Research and Evaluation in Adult and Continuing Education.

It seems to me that the benefits of partnering in CE programming are numerous. Through partnerships it is possible to:

- Reach new or expanded markets
- Increase enrollments and enhance revenues
- Improve the quality of instruction
- Increase awareness in the community
- Expand funding sources
- Add creditability to a program
- Reduce duplication
- Reduce share of fixed costs
- Increase diversity both within faculty and students
- Expand mailing lists
- Attract grant support
- Increase efficiency
- Increase exposure to alternative methods of doing things

There are various examples of programming partnerships. Tying in with our theme this year, John Naisbitt in Megatrends 2000 talks about the Pacific rim countries and the enormous challenges they have in education and how through cooperative ventures, US higher education institutions can help these countries educate Asians in Asia. I was speaking with Scott Evenbeck, and he mentioned that he has to leave our meeting early because he is on his way to Malaysia to establish a second CE program for IUPUI. Ryerson Polytechnic Institute, one of our hosts for next years meeting in Toronto is involved with two other Universities in Canada in offering the first degree program in Midwifery in Canada. Lebanon Valley College of Pennsylvania has teamed up with Franklin and Marshall College, which discontinued its CE efforts, and is offering on that campus evening and weekend courses at the graduate and undergraduate level that lead to certificates, associate and bachelor's degrees and a MBA.

Also, Southeast Missouri State has developed a partnership with a local hospital in Cape Girardeau, Missouri that combines the nursing courses from the hospital with science and liberal arts courses from the University with the intent of being approved to offer a Nursing degree.

Last year the University of Houston published a report describing over 250 external partnerships that the institution had developed with it's various constituencies.

At the University of Cincinnati we have offered programs with the Symphony, the Art Museum, the Recreation Commission, the Observatory, the Park Board, the Historical Village, the Zoo, various school systems, the Cincinnati Reds, the Cincinnati Bengals, the local public broadcasting station, the Cincinnati Enquirer (our major newspaper) and of all organizations a cemetery, plus many more.

Many institutions offer telecourses and teleconferences. Most of these arrangements I would classify as partnerships; many are three-way relationships with the producer, the technical organization and the host institution.

Another type of partnership that is prevalent in many communities is the higher education consortium. We have one in Cincinnati called the Greater Cincinnati Consortium of Colleges and Universities, it incorporates all of the higher education institutions in the area including those in Northern Kentucky. There is a continuing education component that I work with, that has really never done any significant programming together, but we have collaborated on activities to attract adult students to higher education, we produced a video that we sent to companies to use with employees thinking about returning to school, we rent booth space at various education fairs, sponsor an Adult Education day in the city and currently are working on a grant to "train" part-time faculty on how to help us retain our current students. There are other examples:

Point Park College in Pittsburgh under the leadership of Jan Orris took the initiative to bring the CE people from the various higher education institutions in Pittsburgh together and formed the Continuing Education Association of Pennsylvania. These meetings have produced an annual adult education fair and a realization that they have many complimentary programs and are not necessarily always in competition with each other. The Miami Valley Consortium in Dayton, Ohio has been active for many years and has had a similar experience. The Auroria Higher Education Center in Denver, Colorado has its own campus with three different schools providing the course work - they have over 30,000 students enrolled in their Associate, baccalaureate and doctoral degree programs.

An activity, although not sponsored by our consortium in Cincinnati, that grew out of the relationships we have built though this involvement is our brand new Downtown University Center. Where three institutions, the University of Cincinnati, Xavier University and Mount St. Joseph College are jointly renting space in Downtown Cincinnati; we are sharing rent, utilities, AV equipment and are doing all marketing jointly and splitting the cost three ways. We divided up the space and are each offering our own classes. We have some 80 thousand people that work and/or live within walking distance of the Center so we think it is going to be a real success - we more than broke even during the first quarter.

Before I close I would like to touch on one more area that may be the most critical, and that is how partnering within the university or college might make all of the difference to the continued existence of continuing education units as we know them today. Last year at the Region VI conference in Springfield, Illinois, Judy Everson from Sangamon State University said that the continuing higher education frontier is closed, we are no longer a voice in the wilderness - CE activities are being embraced by the academy and becoming more central to the institution. At the same conference, Roger Sublet, our former Executive VP and now an Executive with the Kellogg Foundation praised us for the bridges we have built in our communities, but said we often neglect the bridges on our campuses. He talked about our successful partnerships with businesses but also stated how important the partnerships with other academic units are and how critical it is that we share our success.

Joe Donaldson in an article last year in Metropolitan Universities reported on a survey that was administered by NUCEA to Deans and Directors where they ranked organizational structure as the second most pressing need next to finances. He wrote that much energy has been spent on the centralization vs decentralization

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issue and argued that we "need to refocus the debate from one centered on issues of control and vertical coordination to the broader and deeper consideration of lateral coordination, collaboration, integration and the institutional integrity to which those factors contribute."

I am not intimately aware of the Michigan State situation but I know a few years back the entire centralized Continued Education office was dissolved - an office that was fairly large in scope that, I believe, had grown out of their extension work. James C. Votruba, was brought in as Vice Provost to reconstruct the continuing education activities. Recently Dr. Votruba wrote about organizing knowledge around problems as well as around disciplines such as often is the case with multidisciplinary institutes, ie. Institutes for Water Quality, International Businesses, Children, and Women. He emphasized the need to link research and outreach by "fully integrating the extension and application of knowledge throughout the fabric of the institution at the college and departmental level...."

It seems to me that what you actually end up with is a partnership between a central coordinating body (CE) and the traditional colleges and departments. Do you have to wipe out the Continuing Education Department to get to that position, I don't know, may be at Michigan State it was necessary.

Last year in a book entitled, Continuing Higher Education, The Coming Wave, by Allen W. Lerner and B. Kay King, they described traditional CE units as either profit centers or conventional academic units that happen to have an external student clientele. But in the future they see a melting together of these two distinct expectations and believe that this new "animal" will utilize an integrated model that relies on a CE structure that "...allows it to easily and rapidly form and reform consortia of interested and relevant University participants for dealings with corresponding external groups to carry out a given project."

At the University of Cincinnati we have had a history of working under this type of model. Do we do everything this way - NO. Does every college work with us - NO. We have had no more luck with the Colleges of Business or Engineering than you probably have. But with the ones we do work with we have been doing joint credit and non-credit programs for years, with the impetus for new projects coming from both directions. The cosponsoring units have shared the surplus income with the university equally since the late seventies. You know the relationship is paying off when (at a Dean's meeting) the Provost suggests cutting the budget of Continuing Education greater than some other units and the Deans of Arts and Sciences and Education stand up to defend the CE budget.

I will conclude by quoting again from Jim Votruba, "the central challenge facing American Universities today is how to reconnect their mission with the knowledge needs of society. Over the past decade there has been a rising tide of public criticism that Universities have increasingly become mandarin institutions, caught up in the ritual of scholarship which is too often disconnected from the needs of society. Continuing Educators can provide leadership in reconnecting universities with the society that created and sanctions them. If we succeed in addressing this leadership challenge, we will help usher in a new era in American higher education, one in which universities are once again seen as full partners in addressing the advanced knowledge needs of society. However, if we fail, society will fill the void by creating new institutions that support the needs of the knowledge age. The stakes are indeed high and there is no time to lose."

I submit that partnerships, both on and off the campus will help secure our success.

Thank you.

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Part Two: Concurrent Sessions

**U.S. Branch Campuses in Japan:
An Experiment in International Cooperation in Education**

Presenter: Michael A. Harpending, Texas A&M University

Chair: Melinda Cox, Roanoke College

Recorder: Carolyn Blalock, University of North Carolina at Charlotte

Why and how did branch campuses or extension programs of U.S. colleges and universities come to be placed in Japan, and how successful are they? Further, how representative of the standards of the main campuses are the branches? Answers to these and similar questions will be offered in an effort to explain America's involvement in Japanese higher education.

In 1987 over one hundred U.S. institutions were invited to Japan to meet with potential partners interested in bringing U.S. institutions to their areas. Contractual agreements were eventually reached by approximately thirty American schools with Japanese businesses and, in three cases, with city and prefectural partners. What were the professed interests of both sides? Japanese entrepreneurs sought profits and believed that a certain segment of the Japanese student population would prefer the alternative of beginning their college studies in an American university in Japan, then transferring to the school's main campus after one or two years of initial study in Japan. Japanese governmental partners expected the American branch campuses to help internationalize their young people and prepare them for future jobs in Japanese trading companies while keeping the young people from migrating to the larger Japanese cities for their education.

The government bodies did not seek profits but did expect the U.S. branches to become self-sufficient. American interests varied. Some schools sought new student populations for their own schools. Others sought more international involvement for their main campuses. Perhaps all of the programs envisioned the Japan campus idea as a way of enriching the experiences of their own American student populations through branch-based study abroad language and culture programs.

Thus both sides entered the agreements with optimism and high expectations in 1989, and by 1990 at least ten branch campuses had opened their doors. Also in 1990, however, an event occurred which had an immediate and lasting impact on most of the branch campuses. United States International University, an American college in San Diego, opened two branches in Japan. Then in 1990 the school lost its accreditation in the U.S., closed its branch campuses, and declared itself bankrupt in Japan. The Japanese parents sued the Japanese partners and the school, and the Japanese news media, with very little knowledge as to the range of quality pertaining to U.S. schools of higher education, declared nationally that the American schools were untrustworthy, profit-seeking schools with little or no ethics or standards. This negative campaign of the Japanese media began immediately after the closing of U.S.I.U.'s branches and continues to the present.

Recruitment and enrollment of the U.S. schools therefore received a severe blow by the closing and the negative media attack almost from the time the branches opened their doors. Soon after opening, the schools discovered that they were eyed suspiciously and hesitantly by Japanese parents, high school guidance counselors, and the Japanese Ministry of Education. The Japanese Ministry, with ultimate responsibility for

any school it accredits or approves in any manner, to date has refused to grant any sort of recognition to the American schools and has not even granted the American schools university status for immigration purposes. This means that it is very difficult for the U.S. branches to get visas for their own American students who want to come over for Japanese language and culture study at the branches, as well as for students from other countries such as Korea who would like to enter American universities via their branches in Japan.

Too few students with little or no outside funding meant operating in the red, and some of the Japanese partners were not fully prepared for this occurrence. Between five and ten branches have now closed because their partners could not continue the operations. Evidently the American institutions' representatives were never told how closely some of their Japanese backers were linked to real estate, and the frenetic real estate speculation which was stopped in the late 1980's by the Japanese government has caused many entrepreneurs to claim bankruptcy in the 1990's, due to the sudden drop in real estate values.

Too few students also means that recruiters have to look harder for applicants, and adherence to standards becomes a sensitive issue when a school is fighting to stay open. Does the school uphold the admissions requirements of the main campus, including the entrance G.P.A.'s (grade point averages) and the TOEFL (Test of English as a Foreign Language) requirement for entrance to academic study? Or does the school bend to the urgings of the Japanese business office and lower or completely do away with all admissions and/or TOEFL requirements, thereby creating a "back door" program for the main campus, meaning a way of entry for students that potentially violates some of the stated rules for entry at that institution?

As experiments in international cooperation, the branch campuses have created unparalleled opportunities for their American institutions to allow Japan to learn about America through them while they learn more about Japan and its culture. It is sad that the hard reality of economic gain or loss should be allowed to interfere with the truly valuable aspects of the interchange. But issues concerning money and/or academic standards has caused a number of branches to give up and close, and other branches may be forced to close in the future because of the same issues. As the Japanese student population is expected to decrease by as much as twenty percent in the next ten years, the branch campuses are going to be forced to consider exactly what part they play in Japanese higher education.

**Fostering Cross-Cultural Communication:
English and Business for Internationals**

- Presenter:** Alan D. Lytle, English Language Institute, University of Southern Mississippi
- Chair:** Carolyn M. Higgins, Jackson State University
- Recorder:** Pamela Richardson, Mary Baldwin College- Roanoke Center

The Certificate Program in English and Business for International Managers (CEBIM) is a joint venture of the English Language Institute (ELI) and the College of Business Administration at the University of Southern Mississippi (USM) in Hattiesburg, Mississippi. CEBIM has been an outstanding success since its conception. In the fall of 1988, Dr. Tim Hudson, Dean of the College of International and Continuing Education, made arrangements with a Japanese recruiting company to check out the facilities at the ELI. In December 1988, two different executives visited USM at different times, and, in July 1989, we had our first full-fledged short-term business course. As of spring 1993, we have had 11 short-term courses (4 - 12 weeks) and four long-term courses (9 months). These have included 79 businessmen/women from 63 professions, including major airlines, manufacturers, government positions, department stores, banks, etc. The short courses are handled only by the ELI, but the long courses operate in conjunction with the Economics and International Business Department at USM.

CEBIM is specifically designed to meet the needs of all international business executives in that the program includes English training by way of business material. Therefore, the participant gets exposure to the language (levels can be adjusted) in an environment in which he/she feels comfortable. In addition, the exposure to American business concepts proves invaluable in that it promotes an understanding of international business practices. Our most reliable form of marketing is satisfying customers. As is true with any business adventure, word-of-mouth is a powerful promotion scheme. In addition, radio has featured CEBIM, and, in 1989, PBS broadcast a CEBIM special that was picked up by Voice of America and transmitted worldwide. As a more personal form of marketing and promotion, every year a trip to Japan is scheduled during which individual corporate meetings are executed. When the businessmen/women arrive for our program, they find it quite unique. The structure is that of a double pendulum. At the beginning of each course, the major focus is on business English with a supplement of American business concepts. As the course progresses, the two sides balance and finally swing the opposite ways. Therefore, at each course's conclusion, the major focus is on American business concepts with a supplement of business English. Each participant then receives a one-month internship, working within an American company that is related to the trainee's business expertise.

All classes have business-related topics ranging from corporate takeovers to business ethics and social responsibilities. These topics can then be transferred to the corporate visits, to the business seminars, and to the audit classes that are all part of the program design. Having classes at USM allows the business participants to make use of all available facilities, thus adding to the total experience. Conversation partners from the Economics and International Business Department are arranged for each participant, as well as American friendship families, cultural visits, and homestays or apartment accommodations.

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As a result of the success of the CEBIM long-term and short-term programs, USM/ELI has gained many international and domestic business/educational relations. Our business program has also continued to grow from year to year, thus allowing our international and domestic relations to be strengthened and to expand, an important concept for globalization.

Since this program is flexible, one that is similar could be designed between an international English program and any department that could provide content instruction that is marketable abroad. As CEBIM continues to grow, each year presents new challenges for the faculty and the participants. These challenges add an element of fluidity and a source from which to draw new material and ideas, thereby allowing adaptability as the CEBIM programs develop.

**Recruitment and Retention of People of Color:
A Dual Perspective**

Presenter: Barbara A. Roseboro and Bobbie A. Walls, College of Lifelong Learning,
Wayne State University

Chair: Joseph H. Horton, Winston-Salem State University

Recorder: Norma Q. Reed, University of Georgia

Retention and recruitment of minorities is a major focus on almost every university and college campus. If these efforts are not directed toward students as well as faculty, administrators and staff, however, the likelihood of a successful program will diminish. This workshop highlights two programs that were designed to create an awareness of the need for a dual approach to retention and recruitment efforts at Wayne State University, a major urban university located in Detroit, Michigan.

One program was sponsored by the College of Lifelong Learning's Academic Staff Professional Development Committee. The program addressed the need to enhance the retention efforts of the University and College in order to attract and retain adult students of color. The program format included a video showing, a presentation by a guest speaker and an open forum.

A follow-up program, in the form of a state-wide conference, was presented in April, 1993. While this program highlighted retention efforts for students, its primary purpose was to collaborate the bonds between men and women of color who are employed in institutions of higher learning in the state of Michigan. Issues such as mentoring, networking, financial planning, and affirmative action were addressed in morning and afternoon concurrent workshops.

Even though many institutions recognize the need to provide comprehensive recruitment and retention programs for their adult students, they are having difficulty in this time of budget cuts and shrinking resources. In an attempt to offer cost-effective professional development for the Academic Staff of the College of Lifelong Learning, an unique college-wide enhancement program was developed to address the need to attract and retain adult students of color. One aspect of the half-day program consisted of a taped videoconference, "Minority Adult Participation in Higher Education." The videoconference provided a comprehensive and candid presentation of what has worked, what hasn't and why. It also provide a linkage to many prominent national leaders in the field of higher education.

At the conclusion of the showing of the videoconference, a local perspective was addressed by a guest speaker, Earl Nelson, Director of the office of Minority Equity, Michigan Department of Education. Following his presentation, Mr. Nelson led the participants in an open discussion. The issue of the State's commitment to minority students was the focus. All too often, it was brought out, institutions of higher

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learning engage in aggressive activities to attract minority students, but fail to provide the services and resources to retain them.

Because of the cross-departmental nature of the subject matter, the program was opened to the entire Wayne State University Academic Staff community. Comments from the program evaluations are as follows:

"I came away with a clearly defined direction about improving minority recruitment and retention efforts in our department."

"The program gave a step-by-step approach, offered by an expert panel."

"It was great to be able to share and discuss strategies with other departments here at Wayne."

Staff members unable to participate in the initial viewing will have unlimited access to future viewing at campus as well as off campus locations. The value of the taped videoconference will continue to provide high quality programming and materials for inclusion in the College of Lifelong Learning's professional development library.

The second aspect of this dual approach, a one day state-wide conference, "Minorities in Higher Education: Changing Perspectives," was held in April, 1993 on Wayne State's main campus. The conference addressed the need to recruit and retain minority employees. The morning began with a keynote address by Dr. James C. Renick, Chancellor of the University of Michigan - Dearborn. Dr. Renick's presentation, "Developing Administrative and Leadership Skills," set the pace for the day's activities. The concurrent sessions provided inspiration, increased potential for an extensive network of colleagues and presented a mechanism that enhanced opportunities for professional growth.

Comments from the evaluations from this conference are as follows:

"Even though it is essential to have an effective mentor, I now know that I too have to reach out and mentor my junior colleagues."

"The notion of collaborating and strengthening bonds between my colleagues of color at my institution as well as at other colleges and universities is excellent. I intend to begin this venture first thing Monday morning."

"I now know that in order to become effective at my institution, I need to aggressively network and join forces with my sisters and brothers of color."

All in all, this presentation highlights a dual approach toward recruitment and retention efforts employed by Wayne State University. It is suggested that one component should not be offered without the other. And, it is further suggested, that when recruitment and retention efforts of people of color is the focus, these efforts must be viewed as a "dual perspective."

Can We Ignore Half the Future of Higher Education?

Presenter: Honour H. Moore, Rosemont College

Chair: Kathryn Lang, University of Texas-Pan American

Recorder: Barbara J. Walker, Jackson State University

Non-traditional age women often encounter obstacles to learning which are unique to their gender and culture. Why is an understanding of these barriers important to institutions of higher learning?

- . Women comprise the majority of all students in higher education.
- . Women are entering the workforce in increasing numbers and need skill development and retraining.
- . Women, as half of the world's human resources, need to be educated in order to help solve the complex global issues facing the world today.

Awareness of and sensitivity to these gender and cultural differences are vital to the future of the student, the institution and society.

The goals of this workshop are:

- . To heighten an awareness of the differences between male and female adult learners.
- . To examine the role of these differences as a collaborative rather than a polarizing agent.
- . To recognize and understand the interconnectedness of the effects of these barriers in order to sensitize the campus community.
- . To show how these barriers effect recruitment and retention strategies.
- . To develop an appreciation of the uniqueness of each adult learner without falling into the trap of gender stereotyping.

After a brief presentation involving case studies from our own experience and research, we will encourage group participation in order to foster a proactive approach to the learning barriers faced by adult women. As continuing education professionals, in our search for global consciousness, we need to focus on an understanding of the needs of both the female learner and the institution in order to tear down the barriers that presently exist.

We cannot afford to ignore half the future of higher education.

**Rethinking Continuing Higher Education:
A Survey of the ACHE Membership**

Presenter: Raymond W. Campbell, Thomas Jefferson University

Chair: Ronald E. Holstead, Springfield College

Recorder: J. Pat Knight, Appalachian State University

In September of 1992, a survey was conducted to identify the changing needs and practices of continuing higher education administrators in the 1990s given the change in student demographics, limited financial resources, and other factors which are affecting educational institutions today. Three hundred eighty-five questionnaires were mailed to a random sample of institutional, professional, and affiliate members of the Association for Continuing Higher Education (ACHE). After two mailings, the response rate to the membership questionnaire totaled 56%.

The questionnaire incorporated a wide array of questions concerning changes in programs, services and revenue sources; responsiveness to change; sources of support for and resistance to continuing higher education programs; important issues of the day; future challenges and opportunities; job satisfaction; services/benefits that ACHE should provide its members; recent developments that have either strengthened or weakened continuing higher education programs; and institutional characteristics. Recommendations based on findings from the survey are expected to serve as guidelines to the Association's Officers and Board of Directors in planning future directions.

The responses to the 21-item questionnaire yielded expected as well as unexpected findings. For example, while continuing higher education programs remain an under-recognized resource on many campuses, there is evidence to suggest that on at least some campuses the continuing education function is moving toward center stage. At places where this is occurring, strong administrative leadership has been the primary impetus behind the change. Another finding involves activities conducted under the aegis of community service that appear to be carried out in a much more proactive posture than in the past—creating an “outreach” rather than a “service” approach to this aspect of continuing education. This finding is very akin to the discussion of the impact of “market forces” on today's colleges and universities in the June issue of *Policy Perspectives*: “Even the most selective American university has become a fee-for-service enterprise that has to ‘sell’ itself to prospective clients.” In addition to reporting a quantitative summary of survey responses, verbatim comments are also available to more fully represent the current thinking of the membership.

The information provided by the respondents in the survey offers key insights into the evolving nature of continuing higher education, including a ranking of services/benefits that the members believe the Association should provide. The Association must carefully consider all this information in determining the nature and delivery of the services/benefits that it will provide its members in the future. The major conclusion is that fundamental changes in continuing education and the Association are necessary if both the profession and the organization expect to be in positions of strength at the start of the 21st Century. The

following are among the recommendations to be discussed: (1) The Association and its members should educate state and federal higher education officials and legislators on the contributions made by continuing higher education in order to promote necessary and appropriate support for continuation and expansion of continuing higher education programs and services; (2) Greater emphasis must be placed on the development of leadership and research skills of the members by both themselves and the Association alike; (3) Internal as well as external alliances need to be strengthened in order to involve continuing higher education programs as participants well-suited to address some of the market forces operating on colleges and universities; (4) Information about national trends and practices in continuing higher education should be provided on an ongoing basis in Five Minutes with ACHE; (5) Lessons Learned Workshops and Professional Growth Seminars should become integral parts of the Annual Meeting in which ACHE members can meet and learn from experienced practitioners and recognized scholars, respectively.

While this session will help attendees to gain new insights, it is not expected that the recommendations of the author will result in the resolution of certain issues or that they will even receive consensus. The session, however, is expected to provide a forum in which members of the Association can gain an understanding of the trends, issues and challenges facing the profession so that they will be in a better position to manage effectively in today's fast-paced and highly competitive higher education world. And by listening to those who are most directly involved in continuing higher education, the Association will continue to exert its leadership in the field as well as advance the quality of continuing higher education as a whole.

**Institutes for Learning in Retirement
Enrich Campus and Community**

Presenter: James Verschueren, Elderhostel Institute Network

Chair: Mary Q. Burkhart, Auburn University

Recorder: Tess Lewis-Lemarr, Kennesaw State College

As the U.S. population ages our society confronts difficult cost and equity issues regarding the allocation of resources for age-related services. Less attention has been paid to retirement age people as contributors to the institutions which embrace them and assets to society at large.

Older learners are now routinely seen on campuses as members of an Institute for Learning in Retirement (ILR). The good news is that they are there only in part as students. Tapping the diversity of experience and wealth of expertise built up over lifetimes, older learners have become valuable campus and community resources in creative and sometimes surprising ways.

The campus and community service activities of five member-led ILRs were highlighted to illustrate how a diverse group of institutions and communities capitalize on the talents of older learners. A sampling of such activities among the 110+ affiliates of the Elderhostel Institute Network was distributed.

Prime Timers, California State University Chico

Prime Timers channel volunteer service energies through an Action Network. Accomplishments include guided orientation tours and ongoing reader and taping services to blind undergraduates. Action Network Prime Timers have created an International Student Center; activities range from one-on-one interaction to international dinners where groups of international students and their hosts can socialize. An ongoing Action Network project places volunteers in the campus day care center, where spokesperson Faye Openshaw says "We read, feed, hold and cuddle." Academy of Senior Professionals at Eckerd College (ASPEC)
St. Petersburg, FL

On campus, ASPEC members serve as Discussant Colleagues in various undergraduate, credit courses, sharing experience and expertise. They provide career counseling and mentoring to individual students and assist in directed study courses.

High schools welcome ASPEC members to broaden students' perspectives and sharpen their intellectual skills. Members set up science labs, provide career guidance, and participate in daylong intergenerational workshops. ASPEC's most recent innovation links elementary school children with nursing home residents through audio tape, pen pal relationships and involves high school and college students with oral history projects.

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Sharing Across Generations for Enrichment (SAGE)

University of Nebraska Lincoln

In its inaugural year SAGE launched the SAGE Junior Learning Partner Project, connecting members who love to read with youngsters from a local elementary school to share their mutual love of books. Twelve pairs of SAGE members and elementary students teamed up in this pilot year.

SAGE has also produced a professional quality promotional video. Members use the video to present the concept of retirement age learning and to share SAGE information at community meetings.

Hope Academy of Senior Professionals (HASP)

Hope College, Holland, MI

Many ongoing projects put the talent, expertise, knowledge, and experience of HASP members at the service of the campus and community. Members:

- Place pre-med students in a "Preceptor Program," enabling them to observe practicing physicians in diverse settings.
- Train to be historic tour guides for the city, working with the Holland Chamber of Commerce and Tulip Time office.
- Judge aspects of the annual Model United Nations Assembly on campus.
- Act as listeners, mentors, correspondents with Hope College students engaged in an overseas study semester or year.

Duke Institute for Learning in Retirement (DILR)

Duke University, Durham, NC

DILR sponsors an annual state-wide short-story contest for writers over 50. Members serve as judges and organize recognition ceremonies. More than 75 entries are received each year and cash prizes are awarded.

DILR members also do fund raising for the Duke Children's Miracle Network Telethon and volunteer as research subjects for the Duke Center for the Study of Aging and Human Development.

A 1993/94 academic year initiative is a volunteer program in the local school. DILR members expect to staff an after school homework center and to serve as resource people to teachers.

Some Additional Service Activities

The Institute for Retired Professionals, Nova University (FL), collaborates with the Black Students Association to sponsor public lectures and discussions.

Members of Professionals and Executives In Retirement (PEIR), Hofstra University (NY), teach in the sociology department and for continuing education. One member grows a herb garden in collaboration with the horticulture department.

At the University of Miami members have created a pre-retirement program; the university is their best client.

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The North Carolina Center for Creative Retirement (University of North Carolina Asheville) sponsors opportunities ranging from community leadership training to off-campus humanities discussion groups.

The Renaissance Institute, College of Notre Dame of Maryland, preserves and studies Baltimore's African American heritage by video taping community leaders. The tapes used as a basis for a member-led study group.

The annual Earl Kauffman Award and Memorial Lecture is a public event sponsored by the Academy of Lifelong Learning, University of South Carolina Aiken. The award memorializes the Academy's founder and recognizes a person who has made notable contributions to the learning experience of mature citizens.

Members of the Harvard Institute for Learning in Retirement made substantial contributions to the renovation of a building to serve as the new home for continuing education.

The Institute for Retired Professionals and Executives at Brooklyn College (NY) contributed to the book acquisitions budget of the library when state support was reduced.

The Global Technology of Fiber Optics

- Presenters:** R. Dan Brook, Mississippi State University
Robert B. Leiter, Mississippi State University
Mickey Milligan, South Central Bell
- Chair:** Diane Henshaw, East Carolina University
- Recorder:** Barbara A. Inch, University of Wisconsin

The presentation brought together three players in the Mississippi Fibernet 2000 Project to discuss the successes and the challenges of the project which is now in its third year of operation. The partners presenting were Mickey Milligan, Director of Economic Development for South Central Bell; Robert Leiter, Campus Project Coordinator at Mississippi State University; and Dan Brook, Statewide Coordinator for Mississippi Fibernet 2000.

The presentation examined broadcast quality fiber optics as a method of two-way interactive audio/visual communication. The Mississippi Fibernet 2000 Project brought together the resources of South Central Bell, Northern Telecom, IBM, Apple and ADC Light Corporation as corporate partners in a venture between public and private entities. The public entities are represented by the seven sites the project involves. They are: Mississippi State University, which is the main switching site; Mississippi School for Math and Science, located on the Mississippi University for Women campus; Mississippi Educational TV; and Clarksdale, Corinth, Philadelphia, and West Point High Schools. All of these locations are in the state of Mississippi.

The application of the system continues to be defined by the end users -- the students, the teachers, and the superintendents. The programs and applications have expanded to include math, science, foreign language, NASA team projects, fine arts, creative writing, broadcast journalism, computer applications, and business communications at the high school level. Teachers and administrators take advantage of graduate credit courses and professional development activities.

The system was expanded to include 16 IBM computers at each of the classroom sites. This has added a totally new dimension to the system. It has enabled the teaching of computer courses and computer systems, and has added the use of Internet as a teaching tool and for practical use on the system. The Mississippi students hooked up by video and data to a school in New York City. Together they wrote and edited a news story that was published in the New York Times. The bigger advantage of that event was the cultural experiences that the students from both states were able to experience.

This year a weekly professional development series was begun entitled *Teachers' Time*. The topics discussed in the forty-five minute series were determined by a survey sent to the teachers and administrators. The series allows teachers to interact with peers from across the state. It provides avenues for services and modification in classrooms and classroom techniques and knowledge. *Teachers' Time* addresses multiple topics in a variety of disciplines, compact time frame, and at a convenient time. A sample of topics include: Use of computers and Internet, perspective from the State Superintendent of Education, making math and science exciting for the students, motivating students to multi media education, technology planning, use

of animals in the classroom, at-risk students, legal issues in teaching, and textbooks in the curriculum. A new survey is being conducted to determine what the teachers would like to have on *Teachers' Time* next semester.

There have been numerous benefits brought to a variety of students, faculty, administrators, and citizens of the State of Mississippi through the Mississippi Fibernet 2000 Project. Positive local, state, and national publicity has appeared through published articles, stories, and reviews through a variety of media sources. The plus of the partnerships that have been formed between private sectors and public sectors cannot be overstressed, because without the cooperation of all the entities involved, the project could not have been successful. The project has enabled the state to acquire equipment it might never have had without the corporate partners. It has stressed progress in education and has created a total two-way interactive system of learning -- including voice, video, and data. The research is a special plus to institutions of higher learning. Mississippi State University has had one dissertation completed on the topic Mississippi Fibernet 2000, and several others are underway.

With all of the positive outcomes created, the project has not been without its challenges as well. A few challenges that may be worth mentioning include the necessity for teacher training on the system, the coordination with state agencies for course certification, classroom configuration, curriculum development, and teacher selection. What seem like small things can be major if not addressed up front. Items like coordinating bell schedules and holidays can create problems at all levels. Laws and regulations also need to be considered when going into this type of an enterprise.

When beginning a project of this magnitude, there are numerous things that need to be looked at and considered. There must be a sincere and real commitment at the local and state level. It needs to be determined in the beginning how many coordinating agencies there will be and who will be doing the coordinating.

Political issues must be addressed with regard to turf issues, and campus and state issues. The most important issue to be considered in any distance learning project may be the long range plan for sustaining the effort.

In summary, it is important to remember that distance learning is in its infancy and it is a technology tool to be used as one means of learning. Distance learning, to be successful, requires careful planning, attention to needs, lots of patience, and good cooperation between the parties involved.

Improve the Quality of Continuing Higher Educator's Leadership Role in Economic and Community Development Planning

Presenter: G. Michael Vavrek, Bloomsburg University
Paul F. Fendt, West Virginia University
Trenton R. Ferro, Indiana University of Pennsylvania

Chair: Edna Wilson, LaSalle University

Recorders: Nancy Szalwinski, St. Mary's University
Sue Blansett, St. Mary's University

The research project summarized here was undertaken to describe the economic and community development practices of eight colleges and universities which had participated in a process initiated by the American Association of State Colleges and Universities' (AASCU) Center for Economic and Community Development, as well as those of a university-based regional development consortium. Also included are lessons learned which can be passed on to other continuing higher educators to help them improve their economic and community development leadership.

Summary of Findings

The eight colleges and universities had applied, in response to an RFP, to be part of the AASCU Model Process and completed two steps of that process: 1) performing an institutional self-assessment and 2) designing a planning process which involved bringing together key institutional (internal) and community (external) decision makers for a round of interactive panel and group process sessions to share perceptions, list current activities, identify resources, and establish goals for new and additional collaborative activity between the educational institution .PN 2

and the community. The process helped get the colleges and universities directed outward by taking a lead role in contributing to the overall quality of life in the schools' service areas and making their campuses more accessible.

Through involvement in this process leaders of the schools came to understand that their colleges and universities are well-kept secrets in their service areas. The buildings are visible, but community leaders don't see much there to which they can relate. Beside the economic benefits of providing employment, especially staff and service positions, and purchasing goods and services—a contribution to the community which the schools could do a better job of emphasizing—institutions need to examine every program and activity within the school to determine the external as well as internal potential of such programs and activities. Each school contains a tremendous storehouse of potential expertise, service, and training for the organizations, businesses, and industry of the service region.

The primary benefit for the schools was that they gained focus and direction. All the schools already had a strong interest, and even active involvement, in both local and regional development activities. One could surmise that the existence of this perspective was a prime factor in prompting these schools to respond to the AASCU RFP in the first place. These institutions were already involved in a great many developmental projects, some institutions have been prompted by the AASCU process to find new and different forms of

involvement in their service regions, and each is moving forward, at different levels of commitment and involvement, with continued economic and community development activity in its service region. The nature and extent of that involvement is contingent on several factors: the commitment of top university leadership, the availability of funds (not only from the institution itself but from the region and from the state), the development and use of networks with community and business leaders, and connections with state boards and agencies.

In addition to current participation in, or the desire to become more committed to, local development efforts, there appear to be other common characteristics among the institutions and organizations included in this study. All but one institution serve a primarily rural area, or include a rural area as a major part of the service region. The one exception is a school in an urban area with very low economic indicators. Thus all seem to share certain traits: low levels of business and industry development growth, low levels of income, lack of employment opportunities, and the like. None of the schools are large (when compared to the "name" research institutions), and none are land-grant institutions. It would appear that these are schools that already recognize that their own future and the future of their service regions are intimately connected.

Recommendations for Continuing Educators

The following recommendations for colleges and universities who want to become involved in the community and economic development of their service regions can be drawn from the study:

1. Make involvement in community and economic development—or the larger context, quality of life issues—an integral part of the school's mission and purpose. The strategic plan should include programs, activities, and endeavors with an outward as well as an inward focus.
2. Support external involvement organizationally by charging a high-level administrator with this function and make that person directly responsible for the development of such programs, activities, and endeavors.
3. Support such involvement financially. This calls for up-front commitment. Involvement in community and economic development should not be viewed primarily in terms of the economic benefits to the school (for example, by placing primary responsibility for such involvement in the continuing education unit and then expecting continuing education to produce a profit for the university through its participation in such external activities). Rather, in keeping with the mission, vision, and strategic plan, involvement should be seen in terms of what the school can do for the community. Ultimately, the financial return will be there, but the early financial commitment must be seen as a necessary investment with the payoff being the positive regard for the school by the community.
4. Encourage, recognize, and reward faculty, department, and program involvement in local and regional community and economic development activities. Regard such participation on the part of faculty as legitimate professional activity by rewarding it in the advancement process and by providing appropriate staffing and financial support to departments and programs willing to become involved with their service region.

**Where is Nontraditional Education Going?
Exploring the Dynamics of Change**

Presenter: Patricia M. Sparks, Saint Joseph's College

Chair: Edna Wilson, LaSalle University

Recorders: Nancy Szalwinski, St. Mary's University
Sue Blansett, St. Mary's University

OVERVIEW:

The response to the learning needs of adults is transforming post-secondary education. Nontraditional adult education programs have evolved and succeeded far beyond expectation. Today nearly one-half of all college students are adults many of whom are enrolled in a nontraditional education program. The growth in the number of nontraditional adult enrollments is changing the way we think about higher education and provide student services.

Recognition that the adult student is here to stay has created new challenges for post-secondary education and the organizational units that serve the adult student. The boundaries between traditional and nontraditional education are increasingly blurred as institutions move to embrace life-long learning. Integration of nontraditional education within the structure and the culture of institutions of higher education is creating a myriad of challenges which are likely to change higher education, as well as, the organizational identity of the nontraditional education unit.

STATEMENT OF THE PROBLEM:

Dynamic changes occurring in nontraditional adult education that are likely to affect how institutions are organized to serve adult learners. The factors that drive the dynamics of change are likely to challenge the leadership, autonomy, and authority of nontraditional education now and into the future. These factors influence the ways in which higher education responds to meet the learning needs of adult students and also affect the role of Deans and Directors who currently manage such programs.

STUDY DESIGN:

In order to explore the dynamic forces at work in nontraditional adult education the author conducted a survey of selected higher education institutions. The survey was designed to examine a number of factors that influence the capacity for leadership and define levels of authority. The survey examined these factors within the context of the structure and governance of the institution and was designed following telephone interviews with a number of institutions offering nontraditional adult education programs. The survey was mailed to 250 institutions; 92 surveys were returned and 85 serve as the basis of the study. Institutions selected met one of four criteria. Each institution:

1. Is a degree granting external degree program;
2. Offers technology supported distance education;
3. Provides credit based continuing education in partial fulfillment of a degree; or
4. Provides noncredit continuing education offerings.

The survey examined:

- The structure of the nontraditional education unit
- Types of nontraditional educational programming
- Methods of course delivery
- Perceptions
- Leadership
- Governance

Comments were solicited throughout the survey. Particular attention was given to the nature of change within each category of review. Respondents were asked to identify within their institution or their unit three changes that would have direct implication for their success. They were further asked to identify the single greatest national challenge facing nontraditional adult education. The results were segmented into four institutional categories: Private Universities; Public Colleges; Private Universities; and Private Colleges.

SUMMARY:

The survey indicated that nontraditional education is indeed a dynamic enterprise. However, despite its dynamic nature Deans and Directors in nontraditional education perceive a number of threats. These threats are better seen as challenges which offer opportunities to redefine the paradigm of higher education. The primary challenges identified differed somewhat from public to private institutions. Both institutions identified mainstreaming of the adult student into traditional programs as a major concern. Private institutions expressed fear that nontraditional education faces a loss of identity if the adult student is mainstreamed. Public institutions identified the bureaucracy as a limiting factor in their ability to meet the needs of the adult student and cited the lack of financial aid as limiting access. While private institutions identified funding and the need to reinvest for program growth and enhancement as a concern.

When asked what changes are needed to improve success of the continuing education unit, the public institutions and private institutions differ in their focus of concern. The public institutions highlight funding as a major need, followed by institutional acceptance and organizational change. The focus on organizational change is directed toward centralizing the continuing education unit as a highly visible entity within the institution. Greater academic identity and the need for full-time faculty, with accountability to the continuing education unit, are cited. The private institutions focus on the need for change in the organizational structure within which the continuing education unit is centralized, with a higher level of autonomy in academic decision-making authority. Funding appears to be of lesser concern to the private institutions.

Deans and Directors of nontraditional education programs now serve the largest population of college students in the Country. Future challenges will place Deans and Directors of nontraditional educational programs in the forefront of higher education decision-making. It is important that Deans and Directors begin to recognize their potential for leadership. Many have been so busy attending to the management needs of their unit they have not recognized the importance of their role. The leaders of nontraditional education need to provide leadership to higher education, representing their field and role, not as an alternative higher education option, but as a fundamental component of higher education.

**Working with the Federal Government
to Provide International Training Programs**

Presenter: Eric F. Grosse, Jr., Ed.D. President, EFG Associates, Inc.

Chair: Joann Q. Geisel, Marist College

Recorder: Joseph Horton, Winston-Salem State University

ABSTRACT

What does the Federally-funded international training landscape look like in the 1990's? Despite significant budget reductions and President Clinton's desire to concentrate on a domestic agenda, federal agencies will continue to fund grants, contracts, and cooperative agreements targeted to meeting international training needs. This workshop will identify appropriate roles for continuing education Deans and Directors in this dynamic marketplace.

OVERVIEW OF THIS WORKSHOP

This workshop consists of two parts. The first part, primarily lecture and question/answer, identifies those federal agencies that fund international training and education initiatives — whether in the US, in a host country, or at a third party location. Mechanisms and procedures used by the federal government to conduct business — grants, contracts, and cooperative agreements — will be reviewed. Both credit-bearing and noncredit programs will be considered. Ample opportunity is provided for questions about how specific agencies operate, as well as how college or university-based continuing education is perceived by federal sector program officers.

The second part of the workshop consists of one or more case studies (time permitting) that posit actual or hypothetical international training problems faced by federal managers. The case studies are designed to help participants develop international training opportunities in the federal sector.

FEDERAL AGENCIES INVOLVED IN INTERNATIONAL TRAINING

A surprising number of federal agencies engage in international training to some degree. To most of these agencies, however, international training refers to the opportunities afforded to foreign nationals to attend programs conducted by its own employees or by its designated contractors. Examples of such programs include those conducted by the National Defense University, the Treasury Executive Institute, the FBI Academy, and the Federal Acquisition Institute.

Other agencies have developed a somewhat more aggressive posture with respect to international training. The Environmental Protection Agency, for example, has entered into agreements with a variety of foreign countries to help them clean up hazardous and toxic wastes. Often, such agreements involve a training component. Similarly, to help foreign countries develop the management skills needed to implement sophisticated energy policies, the Department of Energy will occasionally enter into agreements to train foreign nationals.

These federal agencies represent opportunities for continuing education departments that have both technical and international training expertise. For departments that lack such resources, however, the best opportunities to work with the federal sector can be found in the United States' Agency for International Development (US AID), primarily in the Office of International Training and the Center for University Cooperation in Development. These programs are therefore discussed at length in the workshop.

MECHANISMS USED TO PURCHASE TRAINING

Federal supervision over the purchase and implementation of international training — as with any funded endeavor — can vary by the type of funding provided:

- 1) Contracts allow the government to have highest degree of operational control. They are "enforceable instruments."
- 2) Grants, in theory, leave program decisions to the grantee. The grantee, in turn, may be required to contribute a specified percentage of funding to the project to demonstrate commitment.
- 3) Cooperative agreements distribute control between both parties. Recipients are usually required to cost-share.

There are a number of key assumptions of which one should be aware with respect to the funding of federal training programs:

- 1) Research, development, packaging, and distribution of training takes place, but the process is more interactive and self-correcting than sequential.
- 2) Therefore, the division of labor between contractor and federal funding source is not precise.
- 3) In a competitive environment, the government expects potential grantees or contractors to drive development costs down, or provide them with "off-the-shelf" products of very high quality.
- 4) Payoffs can range from "as expected" in a contract, to "mutually negotiated" in a cooperative agreement, to "uncertain" in a grant that is attempting to define state-of-the-art.
- 5) The program may not initially reach a large audience, but easy replication is expected.

CASE STUDY

The AID Thomas Jefferson Fellowship Program is a Congressionally mandated training program "to assist the people of less developed countries in their efforts to acquire the knowledge and the resources essential for development and to build the economic, political, and social institutions which will meet their aspirations for a better life with freedom and in peace." Recent changes in AID's policies require providers of programming for Thomas Jefferson Fellows to evaluate their offerings to assure their consistency with this shift — perhaps signalling a new opportunity for continuing education departments.

**Implementing Gender/Multicultural Equity:
A Study of Faculty Response**

Presenters: Sylvia McLaurin and Elizabeth Tisdell, University of Georgia

Chair: Joyce Pandelis, Winston-Salem University

Recorder: Bob DeRoche, Marquette University

We live in a culturally diverse society. While there is a developing body of multicultural education literature, the literature base specifically within the field of adult education is limited. Moreover, there is a lack of literature that addresses how the inclusion of gender or multicultural course content affects classroom dynamics. To further complicate study in the field, there is no one definition of even the terms "diversity" and "multicultural." To some the terms are synonymous with racial issues; to others these terms involve ethnic concerns; to still others these words are umbrella terms covering all manner of group and individual distinctions including gender, disability, and socio-economic strata. In short, the existing literature gives little direction to practitioners who might be interested in dealing with or including these issues in their classes, but who are concerned about how best to do that in a way that will provide a positive and broadening educational experience for all involved in the class. Thus, the purpose of this qualitative study was to determine faculty perceptions of the effects of gender or multicultural issues on the classroom dynamics in adult higher education classes.

This study was informed by a phenomenological theoretical framework which is concerned with understanding the meaning of events to ordinary people in specific situations. In this particular case, we were concerned with how faculty members perceived gender and multicultural equity issues and how they attempted to include these issues in the classroom. The predominant method of data collection was audio-taped semi-structured interviews approximately one and a half hours in length with twelve instructors at a large southern university. Instructors were chosen who were experienced in classroom teaching, who were known to include gender or multicultural issues in their classes, and who taught both traditional and nontraditional-aged students.

There were six women and six men who participated in the study. Two participants were African-American; one was Black African. The rest of the participants were white, although one of the nine white participants was International. Seven out of the twelve instructors teach at least one class where it is obvious either by the title of the course or by the course content listed on the syllabus that gender and multicultural issues are considered in the course. The rest of the instructors included these issues in their classes though it was not obvious by either the title of the class or the syllabus. Data were analyzed according to the constant comparative method.

Findings of the study show that, in general, faculty had differing impressions even of diversity in their own classrooms. While some faculty assumed diversity meant primarily racial differences, others might mention incidents or discussions involving religious differences, sexual orientation, or age. Moreover, it appeared that students who take classes identified by title as gender and multicultural issue courses come into the

classes with a greater awareness of and concern about these issues. However, nearly all instructors reported that African-American and Asian students tend to be much less participatory, especially in discussions of racial culture. Instructors were not in agreement regarding their roles in drawing minority or other students out who appeared reluctant to discuss these issues. White instructors reported that students tended to be less guarded in discussions about race when there were no minority students in the class. Both black and white instructors discussed the fact that the greater the number of minority students in the class, the more willing individual minority students were to contribute to discussions about race and ethnicity. Most instructors also reported that in discussions about gender, nontraditional-aged women students tended to be the most vocal.

Virtually all the instructors discussed the fact that it is difficult to create an environment in which both women and minority students will honestly discuss these issues. All had suggestions for the development of effective teaching strategies and classroom synergy. Some of these include using humor, sharing stories of personal multicultural experiences, role playing, using case studies, providing for small group discussion, and encouraging or requiring students to read appropriate articles and write and/or lead discussions about these issues.

Study of instructors' responses has led to the formation of a preliminary model that suggests schematically two broad approaches to developing multicultural awareness in the classroom--the direct approach useful for those classes that focus by subject on diversity and the indirect approach for those classes focusing on other subjects. If utilized, both approaches contribute to the creation of the all-important classroom environment hospitable both to the expression of and learning about cultural diversity.

While the study is limited to the instructors' perceptions, it does suggest a number of faculty across the curriculum are still very much concerned about diversity in the classroom and its place in the academic curriculum. It further underscores instructor commitment and classroom environment as the two most fundamental aspects of enhancing students' multicultural awareness. This study, as the first stage of an three-part research initiative, provides the foundation for further exploration of specific issues impacting class environment, teaching strategies, and curriculum inclusions.

A New Look at Older Adult Programming

Presenters: Judith W. Hochman, Marywood College
Roland F. Holstead, Springfield College
James Verschueren, Elderhostel Institute Network

Chair: Rosemary Owens, Middle Tennessee State University

Recorder: Linda Heindel, Moravian College

The proportion of older persons in the population is growing at an astonishing rate. Experts predict that by the year 2000, fifteen percent of the U.S. population will be 64 years or older. One hundred thousand people will be beyond age 100. These older adults will be in better health than any previous generation and will have the luxury of added years to pursue both professional and personal interests. According to many human development theorists, the developmental tasks of persons over 50 include generativity and reflection/resolution. As demographic guru Harold Hodgekinson has pointed out, who could be a better audience for the liberal arts? Hodgekinson also has commented that in 1993 there are 2 prisons designed exclusively for inmates over 65. He asks, "How many colleges?" and goes on to state that it is time for people in higher education to stop trying to protect their diminishing flocks of 18-22 year olds and look to new marketplaces. The older adult population is a market that has only begun to be tapped.

Even though this market is a new one for higher education, some programs are already in place which merit recognition for excellence. The Older Adult Committee singled out two programs for awards to be presented at the ACHE annual meeting in Jackson, Mississippi. The Recipient of a National Model Program Award is the Renaissance Institute of the College of Notre Dame of Maryland; a learning community of aged 55 or "better" who present a program of college level courses and activities in the liberal arts tradition. The program is designed and implemented by the members themselves. Its objective is to enhance the intellectual, physical and spiritual development of each member recognizing the unique life time talents and skills of the older individual member. These objectives are compatible and to a large extent mirror the mission of the college on whose campus the Renaissance Institute is created and under whose auspices it was developed.

Recognition as an outstanding new program was awarded to Christopher Newport University's Lifelong Learning Society for a program entitled "Hampton Roads: The Cradle of Aerospace". This is a residential program specifically designed to utilize the unique resources in aerospace found in the Hampton Roads area. A member designed study - travel offering, Hampton Roads truly broke new ground for the older adult programs. It was the first peer-led residential program of its kind to be completely planned by Institute members for Institute members from start to finish.

Both of these award winning programs are non-credit and are affiliated with the Elderhostel Institute Network as are other college and university sponsored older adult program initiatives throughout the U.S. The Network provides institutions with start-up guidelines and allows individual programs to share successes and challenges.

The Network, established in 1988, has helped institutions to establish a base on which to build future programming for older adults. Since most programming for older adults is still in the formative stages, it is essential to consider at this point exactly what will distinguish these efforts and what needs to be done to insure continued excellence. What form will creative programming take? How can programs continue to be truly responsive to needs? What will be the financial impact of these programs on their home institutions? As continuing educators, we need to take an assertive stance in shaping the answers to these questions.

In order to better understand how colleges are now serving the older population, the Older Adult Committee of ACHE in 1992-93 conducted a poll of Association members regarding programming for older adults. A short self-administered questionnaire was printed in the February 1993 issue of "Five Minutes with ACHE". It inquired about current programming, program plans and program needs. The data were entered into a Statistical Package for Social Sciences and a cross-tabulation was created. Everyone who received "Five Minutes" had the opportunity to participate; 40 returned the completed instrument. We do not know whether some members did not respond because they have no programs or because "Five Minutes" is not the best vehicle to survey the membership. Nevertheless, for our purposes, the institutions that did respond provided us with the kind of data we wanted.

There were almost equal numbers of respondents from public (19) and private (21) institutions. One hundred percent of the respondents had not one, but at least two programs for older adults and most had three or more. The following table summarizes the percent of institutions which had identified each of the specified programs.

	<u>Public</u>	<u>Private</u>
Tuition Reduction/Waiver	68%	58%
Learning In Retirement	47%	52%
Targeted C.E.	37%	38%
Travel Programs	26%	24%
Residential Elderhostel	84%	52%
Pre-Retirement	16%	5%
None	0%	0%
Other	21%	19%

Note that barely half (52%) of the private institutions offer Elderhostel whereas almost all (84%) of the public institutions that responded do. Note also that in a time of increasing numbers of early retirements, only a small percentage (public 16%, private 5%) offer pre-retirement seminars, workshops, or courses. Could it be that we assume that employers are providing such a service? Are they?

Twenty-five percent of respondents requested the Committee's assistance with programming and forty percent identified barriers or problems to programming for older adults. In addition, seventy-five percent suggested topics to be addressed by the Committee. Thirty-three percent of respondents suggested names of speakers for Annual Meetings who can address issues related to serving the needs of older adults.

The poll met the purposes of the Older Adult Committee. It was able to provide the Committee with an agenda for the near future by identifying ways the Committee and ACHE can provide assistance in programming for older adults to members who request it. The results of this survey have interesting implications for ACHE as an organization as well as continuing educators and the institutions of higher education in which they work.

Part Three: Business Meetings

Fifty-Fifth Annual Meeting
ASSOCIATION FOR CONTINUING HIGHER EDUCATION
October 17-19, 1993
Jackson, Mississippi

Call to Order

President Jan Jackson called the Association's 55th Annual Meeting to order at 2:00 p.m. (CDT), on Sunday, October 17, 1993, at the Ramada Hotel in Jackson, Mississippi. The business session was called to order at 11:30 a.m., Monday, October 18th, and recessed at 12:45 p.m. It was reconvened at 9:30 a.m., Tuesday, October 19th. The business session and the annual meeting were adjourned at 9:00 p.m., Tuesday, October 19th.

Minutes

President Jackson introduced the head table and new Executive Vice President, Wayne Whelan, who moved approval of the 54th annual meeting minutes as published and distributed in the 1992 Proceedings. After proper second, the minutes were approved.

Membership Report

Executive Vice President Whelan presented the membership report (See Appendix A) and moved its approval. After proper second, the report was approved. President Jackson then presented certificates to new institutional members:

Albany State College	North Carolina A & T State University
Barber-Scotia College	Pensacola Junior College
Bowie State University	Polytechnic University
Delaware State University	Sacred Heart University
Elizabethtown College	Savannah State College
Fisk University	Spelman College
Florida A & M University	Stillman College
Interdenominational Theological Center	Southern University at New Orleans
Lane College	Southern University and A & M College at Baton Rouge
Lincoln University	Tennessee State University
Mary Holmes College	University of the District of Columbia
Milwaukee Area Technology College	Wilberforce University
Mississippi Valley State University	

Jackson acknowledged the support of the Kellogg Foundation in funding the pre-conference Leadership Institute and institutional memberships for the twenty participating institutions. Whelan noted the membership cancellation of Brooklyn College, a charter member of the association.

Financial Report

Executive Vice President Whelan presented the summary of the association's revenue, expenses, and reserves as of August 31, 1993. A printed report (See Appendix B) was distributed to the members present. His motion to approve the report was passed.

Nominations/Elections

President Jackson reported on the results of the Association's first by-mail election. 1584 ballots distributed, 425 were returned. Those elected were: President-Elect, Ron Ray; Vice President, Norma Long; Directors-at-large (3-year terms), Edie Barnett, Scott Evenbeck, and Sue Pace.

Resolutions

President Jackson asked that members submit resolutions to Sam Bills, Chair of the Resolutions Committee.

Board Actions

President Jackson reported on several items from the Saturday Board meeting. Committee chairs reported in person the activities of their respective committees. The Membership Development Committee and regional chairs will be asked to assist in the retention of members. An Editorial Board has been appointed to further assist in strengthening the Journal. Drs. Norma Long (Towson State University) and Eleanor Franklin (Howard University) were designated as the official ACHE representatives to the Coalition of Adult Education Organizations (CAEO). The Board endorsed the Budget and Finance Committee's proposed budget for 1994, and voted to increase subscription prices for ACHE publications.

Home Office

President Jackson reported that the transition of the home office from IUPUI to Trident Technical College is complete. She acknowledged the outstanding work of Scott Evenbeck, Pat Mills and Harriett Bennett. She introduced Irene Barrineau, the new home office administrative assistant.

Budget and Finance

Dale Myers, chair of the Budget and Finance Committee gave an overview of the 1994 budget, noting that expenses will be balanced by earned revenue and with no transfers from reserves. The committee recommends a \$5.00 across-the-board increase in dues and increases in subscription prices to the Journal and Proceedings. He commented that the committee is looking at ways to increase the return on the reserves and make more funding available for ACHE committee work.

Constitution and Bylaws

President Jackson reported that there were no proposed amendments to consider.

Guests

President Jackson introduced Marcia Bankirer, President of the National University Continuing Education Association (NUCEA) and Gordon Thompson, President of the Canadian Association for University Continuing Education (CAUCE). She also welcomed three retired ACHE members in attendance: Helen Martin (TCU), Bill Lanier (U.Va.), and Doug Carter (GWU).

Regions

Vice President Ray introduced the eleven regional chairs who gave brief reports on their respective regional activities: I - David Grant; II - Lois Webster; III - Barbara Ritchin; IV - Waverly Coleman; V - Jerry Hickerson; VI - James Vondrell; VII - David Copeland; VIII - Thomas Westbrook; IX - Jan Jackson; X - Frank Santiago; and XI - Oakley Winters.

Recognitions

President Jackson presented to Scott Evenbeck a special award certificate and recognition gift to honor him for his outstanding leadership as Executive Vice President, 1991-1993. She also noted that Pat Mills and Harriett Bennett had received recognition gifts in July. She presented a special certificate of appreciation to Donna J. Boyd, Editor of the 1992 Proceedings.

1994 Budget

Dale Myers presented and moved adoption of the proposed 1994 budget (See Appendix C) which had been distributed to members in attendance at the session. He noted that honoraria, postage, and production costs are consolidated in the respective line items for publications. He also noted a line item to begin replenishment of reserve accounts. After proper second, the budget was adopted as presented.

Memorials

President Jackson asked the membership to stand for a period of silence in memory of two ACHE members who died since the last conference: Roman Verhaalen, Dean Emeritus at The Johns Hopkins University; and Dr. Patricia Boas, evening professor at IUPUI.

Resolutions

Sam Bills read the resolutions and moved their adoption as read. They were approved and included in Appendix D.

Local Arrangements, 1994

Hugh Innis, 1994 Local Arrangements Chair, made a brief presentation on the Toronto meeting, noting the site will be the Delta Chelsea Inn located in the downtown area.

New Officers and Directors

President Jackson formally welcomed the new officers and directors-at-large.

Awards

The following awards were presented at the banquet:

Merit Certificate

Local Arrangements Chair
Program Chair

Sue Pace
Paula Peinovich

Board of Directors Service:

Maxine Lentz
Norma Long
Lynn Penland

Emeritus Award:

William F. Lanier

1993 Distinguished Credit Program Award

University of Saskatchewan

1993 Distinguished Non-Credit Program Award

Westfield State College

1993 Older Adult New Program Award

Christopher Newport University

1993 Older Adult National Model Program Award

College of Notre Dame of Maryland

1993 Outstanding International Continuing Higher Education Awards (3)

University of New Orleans

University of Denver

Florida State University

1993 Meritorious Service Award: Robert G. Figg

1993 Leadership Awards (2): Sam C. Bills
Calvin L. Stockman

Transition of Presidency

Outgoing President Jackson thanked ACHE members and leaders for their assistance during the past year. She called on incoming President James Vondrell to assume the gavel and the office of president. President Vondrell expressed appreciation for Jan's leadership and service and presented her with a special presidential service certificate and gift of appreciation from the Association.

Adjournment

President Vondrell declared the 55th Annual Meeting of the Association for Continuing Higher Education adjourned.

Part Four: Appendices

APPENDIX A
Association for Continuing Higher Education

Membership Report
September 30, 1993

	Feb. 15 <u>1993</u>	New	Cancelled	Sept. 30 <u>1993</u>
<u>Affiliate Class</u>				
Institutions Represented	4	0	0	4
Individual Representatives	6	0	0	6
 <u>Institutional Class</u>				
Institutions Represented	280	5	3	282
Individual Representatives	1115	8	6	1117
 <u>Professional Class</u>				
Institutions Represented	429	11	11	429
Individual Members	511	17	27	501
 <u>Honorary Class</u>				
Individual Members	23	0	0	23

Members in 42 states, the District of Columbia, and 4 foreign countries (Canada, France, Japan and Mexico).
1647 individuals representing 715 different institutions and organizations.

New Institutional Members

Elizabethtown College (IV)
Milwaukee Area Technical College (VI)
Pensacola Junior College (VII)
Polytechnic University (III)
Sacred Heart University (I)

New Professional Members

Lianne Boas (I)
Dee Catarina (III)
Stancie Chamberlain (VII)
Shaik Ismail (IV)
Lisa Lockwood (VII)
Patricia M. McCanna (VI)
Jerry Middlemiss (III)
Diane S. Monaghan (I)
Daniel Negron, Jr. (III)
Mary Pat Sejut (II)

Judith B. Sutton (V)
Von Pittman (VIII)
Mary Kay Portschar (VI)
Carol Vick (VIII)
Bill Wilkinson (VII)
Erin Wynn (VII)
J. Colin Yerbury (IXI)

Institutional Members Cancelled

Brooklyn College (III)

De Anza College (IX)

Western Washington University (IX)

Professional Members Cancelled

Thomas Banks (II)

Keith Blanton (VII)

Jane Brady (III)

Terry Bryan (VII)

Pauline Christensen (VIII)

Carol Fasig (VI)

Martha Fleer (V)

Glenda Gallisath (VIII)

Gary Garner (V)

P. Anthony Giorgio (I)

Harley Griffith (VI)

Dorothy Harmon (VIII)

Mary Hovis (VII)

Kathleen S. Karchner (IV)

James C. Leist (V)

Suzanne H. Mahmoodi (VIII)

Thomas L. Penn (V)

Lynda Phillips-Madson (VII)

Gary Pike (VII)

Phil Robart (XI)

Edward E. Scannell (IX)

Carol Secord (IX)

Jacqueline Sheppard (VII)

Joy Stone (VIII)

Betty Walker (VII)

J.L. Peter Ward (VI)

Sue Yuen (XI)

APPENDIX B
Association for Continuing Higher Education

Comparative Financial Summary
September 1991, 1992, August 1993

INCOME:	1991	1992	1993
Institutional Dues*	\$ 61,295.00	\$ 59,519.00	\$ 61,945.00
Professional Dues	19,922.21	16,915.00	18,556.00
Miscellaneous			
Publications	690.00	820.00	817.50
Application Fees	600.00	1,000.00	800.00
Mailing Labels	-0-	-0-	2,400.00
Kellogg Grant	-0-	-0-	3,226.03
Other	1,200.00	1,600.00	40.00
Interest**	3,838.25	3,647.00	2,633.42
Balance from previous			
Annual Meeting	5,776.24	22,340.00	-0-
TOTAL:	\$ 93,321.70	\$105,841.00	\$ 90,417.95

Note: 1991 figures are based on September 30th closing date.
 1992 closing date was September 15; 1993 closing date was August 31.

* includes affiliate dues

** includes savings account, checking account and CD.

EXPENSES:	1991	1992	1993
Kellogg Grant			
Resricted Fund	\$ -0-	\$ -0-	\$ 2,833.03
Publications			
Newsletter	6,846.49	3,974.40	1,896.82
JCHE	10,786.40	8,124.65	6,617.46
Proceedings	7,460.00	6,200.00	-0-*
Directory	5,622.90	4,737.07	5,307.84
Miscellaneous	<u>780.00</u>	<u>51.00</u>	<u>-0-</u>
Total:	31,495.79	23,087.12	13,822.12

1993 ACHE Proceedings

	1991	1992	1993
Office Expenses			
Wages	-0-	-0-	4,716.68
Secretarial	14,339.25	17,760.52	12,100.19
Office Supplies	2,877.83	968.87	544.66
Printing & Duplicating	942.92	2,865.49	2,857.56
Telephone	1,304.00	1,214.50	1,105.90
Postage	3,795.00	3,807.04	5,763.31
Computer Service	2,837.00	-0-	133.79
Accounting	4,527.23	4,007.62	4,611.40
Bond & Insurance	2,837.00	-0-	-0-
Miscellaneous	<u>713.40</u>	<u>-0-</u>	<u>47.01</u>
Total:	31,366.63	30,676.04	31,880.50
Travel			
General	3,800.74	3,042.64	-0-
Board Meetings	7,887.38	6,976.44	6,995.56
Committees	312.30	-0-	-0-
Executive Committees	-0-	-0-	334.62
Presidential	4,603.34	3,643.36	3,889.81
CAEO	<u>3,515.64</u>	<u>2,184.65</u>	<u>-0-</u>
Total:	20,119.40	15,847.09	11,219.99
Honoraria			
Exec. Vice President	2,000.00	2,750.00	2,600.00
Editor- JCHE	1,500.00	1,333.34	1,300.00
Editor- 5 Minutes	<u>1,400.00</u>	<u>1,600.00</u>	<u>1,927.45</u>
Total:	4,900.00	5,683.34	5,827.45
Administrative Expenses			
Board Meetings	798.54	-0-	-0-
Committees	2,880.60	590.50	2,500.00
Annual Meeting	27.35	20.63	643.00
Exec. Vice President	-0-	-0-	95.00
Transition Expenses	<u>-0-</u>	<u>-0-</u>	<u>10,791.51</u>
Total:	3,706.49	611.13	14,029.51
Dues- CAEO	200.00	200.00	200.00
Contingency Fund	-0-	-0-	-0-
Administrative Charge IU	<u>-0-</u>	<u>-0-</u>	<u>849.83</u>
TOTAL:	\$ 91,788.41	\$ 77,522.35	\$ 80,662.43

*Proceedings expenses taken directly from Annual Meeting Funds.

1993 ACHE Proceedings

ASSOCIATION FOR CONTINUING HIGHER EDUCATION
FINANCIAL SUMMARY

	1991	1992	1993
Income	\$ 93,322.00	\$105,841.00	\$ 90,417.95
Balance from previous year	95,174.00	84,042.00	84,608.64
Less Total Expenses	91,789.00	77,523.00	80,662.43
Less Reduction in Capital Fund		-2,399.00	
Plus Liability-- Kellogg Grant			29,773.97
TOTAL ON HAND:	<u>\$ 96,707.00</u>	<u>\$109,961.00</u>	<u>\$124,138.13</u>

Financial Status

Accounts as of 8/31/93

Cash in Bank- Kellogg Grant	\$ 29,645.35
Cash in Bank- Checking	8,719.27
Certificate of Deposit	88,450.50
On deposit with IU	<u>(2,676.99)</u>
BALANCE ON HAND:	\$ 124,138.13

Liabilities & Fund Balance

Current Liabilities	
Deferred Revenue- Kellogg Grant	\$ 29,773.97
Fund Balance	
Unrestricted	43,146.85
Restricted	<u>51,217.31</u>
TOTAL LIABILITIES & FUND BALANCE:	\$ 124,138.13

APPENDIX C
Association for Continuing Higher Education

Applications of New Technology
1992-93 Committee Report

Membership:

Robert B. Leiter, Chair, Mississippi State University
Peter P. Balsamo, Radford University
Joyce Braga, University of Maryland
Carolyn Blalock, University of North Carolina, Charlotte
Susan Bridwell, University of South Carolina
Alan F. Brown, Mary Washington College
Nissa Dahlin-Brown, University of Tennessee at Knoxville
Marv Ebbert, Indiana University-Purdue University at Indianapolis
Susan Elkins, Tennessee Technological University
Josephine Gibson, Villanova University
Joanna Grogan, Washburn University of Topeka
Henry Moreland, West Texas State University
Ruth A. Munson, University of Maine
Rosemary Owens, Middle Tennessee State University
J. Patrick Wagner, Florida International University

A conference call of the committee was held at 10:00 a.m. CST on November 18, 1992. It was decided that:

- *A subcommittee on research would be formed.
- *Articles would be submitted on technology to "Five Minutes with ACHE."
- *Program committee would be approached on the possibility of getting Vice President Al Gore as a keynote speaker.
- *The committee would submit proposals for the annual meeting in Jackson.

A proposal was submitted to the Research Committee to develop a reference guide for new technology applications in continuing higher education. We missed the funding deadline, however Carolyn Blalock is continuing to work with the research committee to get approval of the survey document from which the information will be compiled into a research guide.

An article appeared in "Five Minutes with ACHE" in the May 1993 issue entitled "Collaboration Through Fiber Optics." Carolyn Blalock was the author.

The program committee was given Al Gore's name as a possible speaker since he is the author of the Information and Infrastructure High Performance Computing Act.

Public Broadcasting System (PBS) will sponsor a complimentary breakfast and demonstration on Tuesday at 7:15 a.m. at the request of the committee.

1993 ACHE Proceedings

The committee had two proposals accepted for presentation at the annual meeting in Jackson, MS. Monday a concurrent session is scheduled at 2:30 p.m. on "The Global Technology of Fiber Optics: Today and Tomorrow." The second session, "Communications Technology: A National and Global Reach" is scheduled for Tuesday at 11:00 a.m.

Recommended Carolyn Blalock for Chair for the 1993-94 year. She agreed to serve with Marv Ebbert as her Co-Chair.

APPENDIX D
Association for Continuing Higher Education

Awards Committee Report
1992-1993

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing education, the Association of Continuing Education has established awards or honors for different categories. During the past year, the members of ACHE were invited to nominate individuals and/or programs for the 1993 Association awards. A number of excellent nominations for the program and individual awards were received and judged by the seven member ACHE Awards Committee. At the March, mid-year Board of Directors meeting, the following recipients for the 1992-1993 Association Awards were approved:

DISTINGUISHED PROGRAM - CREDIT

The Certificates in Agriculture Program
University of Saskatchewan - Extended Division

DISTINGUISHED PROGRAM - NON CREDIT

Out of Work? Transitional Workshops for Job Seekers
Division of Graduate and Continuing Education
Westfield State College

LEADERSHIP AWARDS (2)

Dr. Sam Bills
University of Tennessee - Knoxville

Dr. Cal Stockman
Illinois State University

MERITORIOUS SERVICE

Dr. Robert Figg
University of Kentucky

EMERITUS AWARD

Dr. William F. Lanier
University of Virginia

In 1993, the chair of each ACHE Special Interest and Service committee was asked to coordinate committee award activities through the chair of the ACHE Awards Committee. We are pleased to announce the Older Adult Committee awarded two program awards and the International Higher Education Committee awarded three program awards.

Association and Special Interest and Service Committee Award recipients will be acknowledged at the annual ACHE banquet on October 19, 1993. Inserts, recognizing award recipients, will be placed in banquet programs.

1993 ACHE Proceedings

At the 1993 Annual Meeting, an awards table will be placed in the break-out area during the entire meeting for the purpose of distributing 1994 award nomination forms and for members of the Association Awards committee to answer questions about the awards process. ACHE Special Interest and Service Committees who have an awards process (or, who may be thinking of creating an awards process) have been encouraged to place award information and/or nomination forms on the table.

Members of the ACHE Awards Committee recommends the following 1993-1994 Awards Timetable:

1993 - 1994 ACHE AWARDS TIMETABLE	
October 17-19, 1993	1994 ACHE Nomination Forms are made available at Annual ACHE Conference
October 22, 1993	ACHE Home Office mails the Call for 1994 ACHE Awards Nominations packet
December, 1993	Chairs of ACHE Special Interest and Service Committees are asked to coordinate committee awards through the ACHE Home Office
February 1, 1994	Deadline for return of Association Awards Nominations Form(s)
February 7, 1994	Award Nominations material circulated to members of Awards Committee
February 28, 1994	Awards Committee recommends recipients for 1994 ACHE Association awards to ACHE Board of Directors
March 7, 1994	ACHE mid-year Board of Directors meeting Members of the Board of Directors approves recommended recipients, or, charges the Awards Committee to continue a proactive search of recipients for Association awards.
March-August, 1994	Home Office prepares award recipient certificates and plaques
April-July, 1994	Members of Awards Committee reviews and updates ACHE Nominations Form
August-September, 1994	1995 Awards Nomination forms are printed
October, 1994	1995 Awards Nominations forms are distributed at Annual Meeting

The Association Awards process provides us with an opportunity to recognize and honor individuals and groups for their exemplary service to ACHE and/or to the field of continuing education.

Members of the Awards Committee encourage each institutional and professional member to honor a colleague by nominating an individual or program for one of the many ACHE Awards.

Submitted by:

Allen Varner, Chair, Indiana State University

Linda Heindel, Moravian College

Nancy Heitland, East Central University

Kristopher Krzyzanski, Wayne State University

Richard Marksbury, Tulane University

Lynn Penland, University of Evansville

Richard Osborn, East Tennessee State University

Arthur Safer, Loyola University of Chicago

APPENDIX E
Association for Continuing Higher Education

Budget and Finance Committee Report
Proposed Budget
January 1-December 31, 1994

INCOME

Institutional Dues	\$ 65,746.00
Affiliate Dues	480.00
Professional Dues	20,024.00
Miscellaneous	7,045.00
Interest	5,000.00
INCOME FOR PERIOD	98,295.00
PROJECTION: 1993 Annual Meeting	6,000.00
TOTAL INCOME:	\$104,295.00

Institutional Dues	\$240
Affiliate Dues	\$240
Additional Members	\$ 25
Professional Dues	\$ 60

1993 ACHE Proceedings

EXPENSES

Publications

Newsletter	\$ 7,400.00
JCHE	11,500.00
Directory	5,500.00
Brochure/Constitution	-0-
Miscellaneous	200.00

Office Expenses

Secretarial	28,862.00
Office Supplies	1,500.00
Printing & Duplicating	1,500.00
Telephone	2,860.00
Postage	5,200.00
Computer Service	500.00
Accounting	4,200.00
Liability Insurance	3,000.00
Miscellaneous	-0-

Travel

General	2,000.00
Board Meetings	8,000.00
Presidential	5,000.00
CAEO	1,200.00

Honoraria

Executive V.P.	5,408.00
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Administrative Expenses

Committees

Research	3,000.00
Nominations/Elections	1,875.00
Annual Meeting	
Recognition & Awards	800.00
Executive V.P.	400.00
Presidential	400.00
Dues- CAEO	200.00
Replenish Reserves	1,790.00
Administrative Charge (IU)	2,000.00

TOTAL: \$104,295.00

APPENDIX F
Association for Continuing Higher Education

1993 Constitution and By-Laws

President Jan Jackson appointed the following ACHE members to the Constitution and By-Laws Committee for 1992-93:

Sam Bills (University of Tennessee), Nick Kolb (Indiana University of Pennsylvania), Anita Pescow (Queensboro Community College), Wayne Whelan (Trident Technical College), and Peter K. Mills, chair (Nova University).

1. The committee inserted the following notice in the December 1992 "Five Minutes."

CONSTITUTION AND BY-LAWS COMMITTEE

"The committee's role is to receive, consider, phrase and transmit to the membership for consideration changes to the Association's constitution and by-laws. The committee operates under Board of Directors' approved guidelines, and the Association's rules as expressed in its constitution and by-laws.

Significant changes, including a direct-mail ballot for officers and board members, were approved at the Milwaukee annual meeting. This year's committee would like to solicit new constitution and by-laws issues and concerns, if any, from the membership as it prepares for its role at the October, 1993 meeting in Jackson, Mississippi. Those with items to submit, or amendments to propose should do so in writing to Peter Mills, at Nova University, by May 1, 1993."

2. The Board of Directors and the Association's officers were queried through President Jan Jackson as to whether any issues had arisen for consideration by the committee.
3. There were no responses to the "Five Minutes" notice, and President Jackson reported that the board and officers had no items to refer to the committee.
4. That being so, the chair cancelled the committee meeting set for Sunday, October 17, 1993 at the annual association meeting, and notified the president that the committee would meet at her call, if necessary.

Respectfully submitted:

Peter K. Mills, Chair
Nova University

APPENDIX G
Association for Continuing Higher Education

Career Change Committee Report
1993

Preliminary work has been completed on the establishment of a data bank for positions in continuing higher education. Position announcements will be collected from *The Chronicle of Higher Education*. In addition, ACHE members, other professional association such as NUCEA, and state and local continuing education groups will be invited to contribute information on position openings. We also are contacting "head hunters" and executive search firms to contribute information.

The data bank will be maintained on electronic bulletin boards, most likely Internet. Committee members will FAX, or print and send, the information to anyone requesting it who might not have access to the electronic network.

The members of the committee are all eager to serve as resource persons for inquirers and are very enthused and excited about this entire project.

The committee also has met and expanded an outline of information to be printed in a pamphlet, which will first be submitted for approval to the Board, which focuses on continuing education as a career and demonstrates its compatibility with future employment trends. It also will contain an informal self-assessment tool through which persons interested in a career in continuing education will be able to evaluate their potential success and satisfaction in the field.

Submitted by:

Glenda Kuhl, Chair

APPENDIX H
Association for Continuing Higher Education

Ethical Issues in Continuing Higher Education (EICHEC)
1993-94 Committee Report

The EICHEC is composed of 19 members who represent a cross section of the Association's membership. The committee has been focusing on increasing the awareness of the membership regarding the ethical issues in the practice of continuing higher education. This focus was evident at the annual meeting in Milwaukee last year where the committee sponsored both a case-based workshop and an ethics roundtable. Again this year the committee is sponsoring a case-based workshop on Monday afternoon. Our conference participants have rated these sessions as both helpful to their practice and important for the Association. EICHEC is also planning a breakfast meeting on Monday morning for all members of the committee present at the annual meeting. At that time I will end my term as Chair of the Committee. It has been a very rewarding experience working with my colleagues on this topic. I have expanded my awareness of the critical issues ACHE members face in their daily practice and I have been impressed with their integrity and ethical standards. During my tenure as Chair, the committee has had the opportunity to accomplish many milestones for the Association. The members have been creative, supportive and willing to work. I thank them all for their time and dedication.

At our meeting on Monday, Regis Hail from Southwest Missouri State University will take over as Chair of the EICHEC. I plan to stay on the committee and assist her in any way she requests. Regis has been on the committee for several years and is eager to continue working toward our goals.

The following represents a summary of our activity during 1992-93. Included in this report are background information and examples of our work.

*During this year members of the committee have contacted other professional organizations to exchange and gather information on codes of ethics and other common concerns in the area of ethics. Both Scott Evenbeck and I have been in contact with Bill Draves of the Learning Resources Network, who is coordinating the efforts of the Coalition of Adult Education Organizations regarding the question of ethics. The October 12, 1992 issues of Adult and Continuing Education Today presented a story on ethics featuring ACHE's EICHEC.

*As you know, John Fielder and I received an ACHE grant to conduct research on ethics with the Association's membership. The results of this research were reported in the Spring 1993 issue of The Journal of Continuing Higher Education.

*During the year, several EICHEC members continued a dialogue regarding ethical codes, their implications for professional organizations and ways we can assess their need within ACHE. This included conversations with David W. Stewart, director of program development, The Center for Adult Learning and Educational Credentials, American Council on Education. I was invited to their winter board meeting, but was unable to attend. He is working on a code of ethics for the Coalition of Adult Education Organizations.

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This year passed too quickly and I wish we had all our goals realized. However, I am pleased to pass these challenges on to Regis, who I know will be very successful. I would like to thank you Norma, and the Board for your support, encouragement and cooperation. This Association has been a very important part of both my professional and personal life. I appreciate the opportunity to explore my area of scholarship with an extraordinary group of people.

Submitted by:

Patricia Lawler, Chair

APPENDIX I
Association for Continuing Higher Education
International Continuing Higher Education
1992-93 Committee Report

- I. Held meeting of the ICHE committee in Milwaukee.
 - Agreed to continue award for Outstanding International Continuing Higher Education Program.
 - Agreed to propose an ICHE session for the 1993 ACHE meeting.
 - Reviewed "charge" to ICHE committee and suggested minor changes.
 - Discussed ICHE Committee and ACHE relationships with other international groups.
- II. Sponsored "Outstanding International Continuing Higher Education Program" award.
 - Marketing committee sent out more than 400 personal announcements and wrote an article for "Five Minutes" soliciting proposals.
 - Selection committee selected three programs for award and two for honorable mentions.
- III. Proposed and sponsoring ICHE session "Increasing Global Perspective with International Continuing Higher Education"-- 1993 Annual ACHE Meeting. ICHE Chair, Chair of Selection Committee and the three award winners will participate in session.
- IV. Sponsoring ICHE roundtable session, "Promoting International Continuing Higher Education Programs," David Bull, University of Bristol, UK to facilitate-1993 Annual ACHE Meeting.
- V. Committee Chair served on Planning Committee for 1993 Annual ACHE Meeting.
- VI. International Continuing Higher Education Committee meeting Sunday, October 17, 1993

Submitted by:

Shirley S. Hendrick, Chair
October 1, 1993

APPENDIX J
Association for Continuing Higher Education

Nominations Committee 1993 Report

The 1993 Nominations Committee successfully implemented ACHE's first election via mail ballot. Ballots were mailed to 1,584 institutional representatives, professional, affiliate and honorary members in good standing on June 30, 1993. Of the 425 ballots returned to the Committee chair, only 5 were judged invalid. (These ballots lacked signatures.)

The Nominations Committee conducted its business via conference calls, fax and mail.

The Call for Nominations appeared in the April issue of "Five Minutes." All nominations were contacted and sent Candidate Information forms.

The entire slate of candidates and profiles and goals of the nominees appeared in the July 1993 issue of "Five Minutes." The candidates were:

President-Elect

- Ronald D. Ray (VII)
South Carolina State University

Vice President

- Raymond W. Campbell (IX)
Thomas Jefferson University
- Robert B. Leiter (VII)
Mississippi State University
- Norma R. Long (V)
Towson State University

Director-At-Large (3 to be elected)

- Edith M. Barnett (V)
Old Dominion University
- Louis J. Dino (III)
Long Island University
- Robert J. DeRoche (VI)
Marquette University
- Scott E. Evenbeck (VI)
IUPUI

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- Earl T. Matthews (V)
Morgan State University
- George Rogers (I)
Stonehill College
- Sue Williams-Pace (VII)
University of Southern Mississippi

The Committee is please to announce the results:

President-Elect:	Ronald Ray
Vice President:	Norma R. Long
Directors-At-Large:	Edith Barnett
	Scott E. Evenbeck
	Sue Williams-Pace

Thanks to all of the candidates who participated in this election for their willingness to provide leadership for the Association.

Submitted by:

Mary Kenyatta, Chair
John H. Carpenter
William Hine
Rosemary Owens
Richard Roughton

APPENDIX K
Association for Continuing Higher Education

Older Adult Committee Report
1992-1993

Several major projects were undertaken in 1992-93 by the Older Adult Committee of ACHE which met at the 1992 Annual Meeting in Milwaukee and formulated objectives for the coming year.

Committee members worked on refining a short self-administered questionnaire, the final version of which appeared in the February 1993 issue of "Five Minutes." The purpose of the questionnaire was to gather information about how colleagues are now serving the older adult population. Forty responses were received. Results have been tallied and will be reported by Dr. Roland Holstead during a concurrent session at the 1993 Annual Meeting in Jackson, MS. Findings from the questionnaire were also submitted as part of a paper to be published in the 1993 Proceedings.

Two sessions have been prepared for the Annual Meeting on older adult programming. One entitled "A New Look at Older Adult Programming" has involved collaboration by several committee members who will report on older adult programming in general as well as outcomes of specific committee activities. It is hoped that this session, along with another session on "Institutes in Retirement" to be conducted by Jim Verschueren, will help to focus on the increasing importance of older adult programming on college campuses.

Still another means of spotlighting older adult programming undertaken by the committee during 1992-93 was development of a new awards program. As a result, two programs have been singled out for recognition and will receive awards at the Annual Meeting. The Renaissance Institute of the College of Notre Dame of Maryland is recipient of a National Model Program Award. Recognition as an outstanding new program was awarded to Christopher Newport University's Lifelong Society for a program entitled "Hampton Roads: The Cradle of Aerospace."

During the next meeting of the Older Adult Committee, to be held during the ACHE Annual Meeting in Jackson, committee members will review accomplishments of the past year. Attention also will be given to objectives which the committee was unable to meet, including preparation of an exhibit about Older Adult Programming for the 1993 Annual Meeting, development of a Directory of Resources on Older Adult Programming and interaction with regional chairs to encourage regional programming on older adults. A determination will be made about objectives to carry forward into 1993-94. Jim Verschueren has been appointed as the new chairperson of the committee.

APPENDIX L
Association for Continuing Higher Education

Publications Committee
1992-1993 Report

The primary purpose of the Association for Continuing Higher Education's Standing Committee on Publications is to review the various publications of ACHE and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each.

The Journal of Continuing Higher Education. At its meeting on Sunday, October 11, 1992 in Milwaukee, John English, representing Donna Queeney, JCHE Editor, provided information on JCHE activities, the number of manuscripts reviewed, and recommendations for resolutions recognizing selected individuals for outstanding service to the JCHE.

The proposal to establish a JCHE Editorial Board was presented. The proposal, prepared by Ron Sundberg in consultation with Donna Queeney, was supported on the basis of telephone conversations with members of the Publications Committee. The proposal was subsequently approved by the ACHE Board of Directors on October 14, 1992. Donna Queeney has already put into motion implementation of the new JCHE Editorial Board. The purpose and procedures for the Editorial Board are as follows:

The primary function of the Editorial Board is to review manuscripts submitted to The Journal of Continuing Higher Education and to determine whether they meet criteria set for acceptability. Such criteria shall be established by the Editor, JCHE in consultation with the Publications Committee.

The Editorial Board shall consist of twelve members selected from among deans, directors, professional staff and faculty who possess a demonstrated appreciation of good writing and a record of intellectual contributions supportive of continuing education practice or theory and support the present and future quality of instruction of adults.

Members of the Editorial Board shall be appointed after nominations and applications have been solicited and reviewed by the Publications Committee and the Editor, JCHE. Twelve individuals shall be selected and recommended to the ACHE Board of Directors. The members shall serve for staggered three year terms. The members of the first group selected to serve on the Editorial Board shall be appointed to one, two, or three year terms in order to establish staggered terms.

Proceedings. The Publications is appreciative of the timely publication of Proceedings of the Fifty-Fourth Annual Meeting of ACHE, Milwaukee, Wisconsin, October 11-13, 1992. The diligence and outstanding commitment to quality by its editor, Donna J. Boyd, California State University, is highly recognized. We gratefully acknowledge Donna's outstanding dedication and effective organizational skills. The Proceedings is mailed to all ACHE members.

Five Minutes with ACHE. The Publications Committee is very grateful for the notable contributions by Harriett Bennett, Editor, Five Minutes with ACHE. The compilation and dissemination of information contained in the newsletter is an immense task. Harriett's dedication and commitment to continuous improvement has resulted in a first class publication. We thank Harriett for her many efforts on our behalf and wish her continued success in her future endeavors. We also gratefully acknowledge the support provided by the staff at Indiana University-Purdue University at Indianapolis. As of August, 1993, members of ACHE are invited to submit news and information for Five Minutes with ACHE to: Wayne Whelan, ACHE Executive Vice President, c/o Trident Technical College, Post Office Box 10367, Charleston, SC 29411; (803) 722-5570; FAX (803) 722-5520.

ACHE Directory. The Publications Committee is indebted to Scott Evenbeck, ACHE Executive Vice President, and his staff at Indiana University-Purdue University at Indianapolis for the publication of the ACHE Directory. This publication documents our membership and is an essential resource.

The Publications Committee will be "sponsoring a roundtable" at the 1993 ACHE Annual Meeting in Jackson at the Monday Luncheon, October 18, 1993. There will be an opportunity to informally discuss ACHE publications and writing for publication. The Writing for Publications Workshop will not be offered this year. It is expected that the workshop will be offered at the 1994 ACHE Annual Meeting in Toronto, Canada.

In conclusion, the Publications Committee is again pleased to reaffirm that ACHE publications reflect a dedicated commitment to quality and continuous improvement. Congratulations to all our editors for their collective commitment to excellence.

Respectfully submitted:

Ronald E. Sundberg, Chairperson

1992-1993 Publications Committee Members:

Paula E. Peinovich, ACHE Board Liaison, The University of New York; **Harriett Bennett**, Indiana University-Purdue University at Indianapolis; **Joyce Braga**, University of Maryland; **Raymond W. Campbell**, Thomas Jefferson University; **Robert DeRoche**, Marquette University; **John Dickey**, Furman University; **Karen Garver**, University of Nebraska at Omaha; **Ruth Harper**, Nebraska Wesleyan University; **Linda H. Heindel**, Moravian College; **Carol Hightower**, Texas Southern University; **J. Lance Kramer**, Ohio State University; **Thomas L. Krepel**, Corpus Christi State University; **Jane Norton**, Seton Hall University; **Sharon O'Brien**, Wayne State University; **Rick Osborn**, East Tennessee State University; **Donna S. Queeney**, The Pennsylvania State University; **Paul F. Sable**, Allentown College; **Henry J. Shields, Jr.**, St. Peter's College; and **Barbara J. Walker**, Jackson State University.

APPENDIX M
Association for Continuing Higher Education

Research Committee
1993 Report

The Research Committee has been engaged in the following activities since the 1992 Annual Meeting:

In November of 1992, the Chair sent members of the committee an update of the Committee's activities.

The date of April 30, 1993 was published in the December 1992 issue of "Five Minutes" as the deadline for submitting an ACHE Research Grant Application to Dr. Edna Wilson of LaSalle University. Instructions regarding the format as well as the criteria by which the applications were to be evaluated were also published in the December issue.

In March 1993, the Chair sent a memorandum to Research Committee members informing them that the Research Committee Meeting at the 1993 ACHE Annual Meeting would take place on Monday, October 18, 1993 from 7:00 to 8:30 a.m. In the correspondence, the Chair requested members to submit items for the meeting's agenda by August 31, 1993 as well as indicating whether they will be attending the meeting.

The April 1993 issue of "Five Minutes" included a reminder notice regarding the role of the Research Committee. It stated that in addition to encouraging research by members of ACHE and conducting surveys as requested by the Association, the Research Committee has as one of its official responsibilities, the approval of all questionnaires that are to be distributed to the membership, including those by the Association's committees. An agreement was reached between the editor of "Five Minutes" and the Committee to have the above statement printed annually in the ACHE newsletter. During the past year, the Research Committee reviewed two questionnaires. One questionnaire was reviewed twice and returned both times for revision. The second questionnaire was approved with minor revisions.

Four research grant applications were reviewed and two were approved by the Committee for funding by the Association. The recipients of the 1993 awards are Mr. Steven Ehrlich of Bentley College whose application is entitled "The Evolution of Adult Education at the New School for Social Research: An Examination of Mission and Organizational Change" and Ms. Nancy Sacks Rothman of SUNY at Stony Brook whose application is entitled "Delayed Education and Social Mobility: The Economic Outcomes of Continuing Education." Dr. Patricia M. Sparks of St. Joseph's College and Dr. G. Michael Vavrek of Bloomsburg University, 1992 ACHE grant award recipients, will each present their research findings in a concurrent session entitled "The ACHE Research Forum" at the 1993 Annual Meeting in Jackson, MS.

Raymond Campbell will also be presenting his finding of the ACHE membership survey at the Annual Meeting.

The Research Committee will be holding a meeting from 7:00 to 8:30 a.m. on Monday, October 18, 1993 at the ACHE Annual Meeting.

Submitted by:

Raymond W. Campbell, Chair

APPENDIX N
Association for Continuing Higher Education

Resolutions 1993

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Paula E. Peinovich, chair of the 1993 Program Committee, and to her colleagues on the committee for providing the Association with an excellently conceived program affording us both professional enrichment and the opportunity to explore the challenges of global diversity through intellectual dialogue and dissemination of information.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Sue Pace, chair of the Local Arrangements Committee, to her colleagues on the committee, to The University of Southern Mississippi and those Mississippi colleges and universities serving as co-hosts, for their outstanding work in providing for the every need, comfort, and welfare of our members. The warm and hospitable city of Jackson, with its rich blend of past and present, yet with its face to the global community, presented us with an excellent backdrop for our meeting.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Jan Jackson and to her Board of Directors for their outstanding leadership during the year 1992-1993. Her presidency and the contributions of the Board have paved the way for continuing educators within the Association to emerge as effective and innovative leaders within their institutions, their communities and the world at large.

BE IT RESOLVED that the Association in convention assembled acknowledge the fine work of Scott Evenbeck as Executive Vice President. Scott has served the Association with distinction and dedication since he assumed the position in 1990. As he steps aside, we extend our deepest gratitude to him for his assistance and boundless patience in the position. We look forward to his continuing affiliation as a Board Member with the Association and to the fine camaraderie he has afforded us.

BE IT RESOLVED that the Association in convention assembled extend its warmest thanks to Harriett Bennett and Patricia Mills for their dedicated service to the Association during the period when the home office was at Indiana University - Purdue University at Indianapolis. Harriett edited "Five Minutes" since 1990, making our newsletter a more effective and professional tool for extending ACHE information to members of the Association. Pat conscientiously carried out the day to day responsibilities of the home office in her role as the administrative assistant.

BE IT RESOLVED that the Association in convention assembled commend Donna J. Boyd, Editor of the 1992 Proceedings, for her contributions to our organization through the editing and publishing of this consistently high quality publication.

BE IT RESOLVED that the Association in convention assembled commend Donna Queeney, Editor of The Journal of Continuing Higher Education, and her staff, for continued high standards in producing an exemplary journal to document the important issues in our profession.

BE IT RESOLVED that the Association for Continuing Higher Education in convention assembled notes with deep sadness and sympathy the death of Dr. Roman J. Verhaalen, Dean Emeritus, The Johns Hopkins University. The membership recalls Roman's dedication to continuing education and his boundless support of the Association during his years with ACHE. A recognized leader in the field of Continuing Higher Education, he served as a valued member to a number of ACHE colleagues. We extend our sympathy to his wife, Mel, and to all members of his fine family.

BE IT RESOLVED that the Association for Continuing Higher Education in convention assembled remember with gratitude the outstanding contributions of Dr. Patricia A. Boaz of Indiana University - Purdue University at Indianapolis who passed away this past year. Dr. Boaz in her role as Dean for Student Affairs and as Director of the Adult Education Coordinating Center set a high standard for articulating the needs of returning adult students and for developing innovative programs to meet those needs. Her presentations at regional meetings and her work at IUPUI enriched the Association greatly.

BE IT RESOLVED that the Association in convention assembled express its gratitude to the Kellogg Foundation and to Roger Sublett for his advocacy in granting ACHE funds to sponsor the Leadership Institute, Putting Higher Education in Service to the Underserved: Leadership for Economics, Community and Human Development. Because the generosity of the Kellogg Foundation, ACHE welcomed twenty new members from historically and predominately black institutions, allowing the Association to assist all our institutions and members to better serve those who have historically been underserved. Herman Blake, the keynote speaker at the Institute, reminded us that the stones which the builders reject often become the cornerstone. ACHE is grateful to the Kellogg Foundation for assisting us in laying a solid foundation upon which to build a global village.

BE IT RESOLVED that the Association in convention assembled expresses deep appreciation to Paula Peinovich for her creativity and resourcefulness in seeking and obtaining the funding from the Kellogg Foundation for the first Leadership Institute as a part of the Association's 55th Annual Meeting; and for her diligence in shaping and guiding the Leadership Institute through its completion as a successful venture in promoting minority leadership in higher education and the Association.

Submitted by:
Sam C. Bills, Chair
Nancy F. Gadbow
Nicholas E. Kolb

APPENDIX O
Association for Continuing Higher Education

Two Year Colleges
1993 Committee Report

The Two Year Colleges Committee met at the 1991 Annual Meeting in Milwaukee. Members focused on a team approach that led to the formation of a Jackson Team to encourage attendance at the 1993 Annual Meeting in Jackson, MS; a Program Team to encourage the submission of concurrent session topics for the 1993 Annual Meeting; and a Membership Team to recruit new members and to recommend appropriate member as nominees to the ACHE Board of Directors.

We are fortunate to have Dale K. Myers confirmed as the board liaison to this committee.

The Committee sent a letter to the ACHE Home Office Search Committee in support of Trident Technical College, Charlestown, SC and in support of Dr. Wayne Whelan as Executive Vice President.

The Committee Chair sent a letter to Dr. Pat Lawler, Program Committee, requesting that this committee host a roundtable discussion at the 1993 Annual Meeting.

Finally, this committee sent letters to more than 25 Two Year College institutional members and to more than 75 professional members encouraging their attendance at the 1993 Annual Meeting in Jackson, Mississippi.

Respectfully submitted by:

Mr. Ronald G. Blakenstein, Chair, College for Lifelong Learning
Dr. Dale K. Myers, Board Liaison, Thomas More College
Dr. J. Thomas Davis, University of South Carolina
Mr. Joseph Fantl, Delaware Technical and Community College
Mr. Vann Gunter, Midlands Technical College
Ms. Beverly Hart, Marymount College
Mr. William Hankins, Drexel University
Ms. Jerrelyn Madere, Delgado Community College
Ms. Marjie Ramos, Grossmont-Cuyamaca Community College
Ms. Anita Pescow, Queensborough Community College

APPENDIX P
Association for Continuing Higher Education

Officers - 1992-93

President: Jan Jackson, California State University, San Bernardino
President-Elect: James H. Vondrell, University of Cincinnati
Vice President: Ronald D. Ray, South Carolina State College
Executive Vice President: Wayne L. Whelan, Trident Technical College
Immediate Past President: Nancy F. Gadbow, Nova University

Board of Directors

Raymond W. Campbell, Thomas Jefferson University
Gayle Cooper, University of Tennessee at Knoxville
Robert Leiter, Mississippi State University
Maxine Lentz, Philadelphia College of Textiles & Science
Norma R. Long, Towson State University
Dale K. Myers, Thomas More College
Paula Peinovich, Regents College
Lynn R. Penland, University of Evansville

Editors

Donna Queeney, Editor
The Journal of Continuing Higher Education
The Pennsylvania State University

Donna J. Boyd, Editor
Proceedings
California State University, San Bernardino

Regional Chairs

Chair of Council: Ronald D. Ray, South Carolina State College
Region I: David Grant, Johnson State College
Region II: Lois P. Webster, Elmira College
Region III: Barbara Ritchin, Queens College
Region IV: Waverly Coleman, The Pennsylvania State Univ., Delaware
Region V: Jerry Hickerson, Winston-Salem University
Region VI: James H. Vondrell, University of Cincinnati
Region VII: David Copeland, Jacksonville State University
Region VIII: Thomas Westbrook, Drake University
Region IX: Jan Jackson, California State Univ., San Bernardino
Region X: Frank Santiago, Brigham Young University
Region XI: R. Oakley Winters, Montana State University

APPENDIX Q
ASSOCIATION FOR CONTINUING HIGHER EDUCATION

1993 Program Committee

Paula Peinovich, Chair, Regents College
Edith Barnett, Old Dominion University
Donna J. Boyd, California State University, San Bernardino
Waverly Coleman, Pennsylvania State University, Delaware County
Robert Colley, Syracuse University
Laurie Greenwood, Regents College
Shirley Smith Hendrick, The Pennsylvania State University
Jerry Hickerson, Winston-Salem State University
Hugh Innis, Ryerson Polytechnical Institute
Janice Harris Jackson, Kean College of New Jersey
Mary Kenyatta, State University of New York at Buffalo
Patricia Lawler, Widener University
Norma Long, Towson State University
Sue Pace, The University of Southern Mississippi
Richard Roughton, The American University
Roger Sublett, The Kellogg Foundation
Lois Webster, Elmira College

1993 Local Arrangements Committee

Sue Pace, Chair, The University of Southern Mississippi
Robert L. Hasenstab, Marquette University, 1992 Local Arrangements Chair
Wayne Whelan, Trident University
Paula Peinovich, Regents College
Tim Hudson, The University of Southern Mississippi
Lindy Brewer, The University of Southern Mississippi
Angela Ell, The University of Southern Mississippi
Kathy Kirkpatrick, The University of Southern Mississippi

Co-Hosts:

The University of Mississippi

Charles Clark
Bob Osterling
Glenda Lester

Jackson State University

Clyde Morgan
Carolyn Higgins
Mildred Kelly
Mary Myles
Barbara Walker

Mississippi College

Billy Folkes

Delta State University

Ross Story

Mississippi State University

Bob Leiter
Boyd Golden
Johnnie Jackson

Mississippi University for Women

Austin Bunch
Ray Stevens

APPENDIX R

Association for Continuing Higher Education

Roll of Past Presidents and Annual Meetings

<u>Year</u>	<u>Place</u>	<u>President</u>	<u>School</u>
1939	New York	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A.L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York	Henry C. Mills	University of Rochester
1947	Minneapolis	F. W. Stramm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel University
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deters, S.J.	Xavier University
1964	St. Louis	Ernest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Robert F. Berner	State University of New York, Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, DC	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph Goddard	University of Tennessee

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ROLL OF PAST PRESIDENTS/ANNUAL MEETINGS, continued

<u>Year</u>	<u>Place</u>	<u>President</u>	<u>School</u>
1972	New York	William T. Utley	University of Nebraska
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee
1978	Fort Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980	Knoxville	Gail A. Nelcamp	University of Cincinnati
1981	Los Angeles	Frank E. Funk	Syracuse University
1982	New Orleans	Leslie S. Jacobson	Brooklyn College
1983	Dallas	Louis E. Phillips	University of Georgia
1984	Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985	Atlanta	Frank Santiago	Brigham Young University
1986	Philadelphia	Stanley J. Gwiazda	Drexel University
1987	Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988	Salt Lake City	Hal Salisbury	Trident Technical College
1989	Charleston	Peter K. Mills	Nova University
1990	Miami	John Michael Sweeney	Fairfield University
1991	Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992	Milwaukee	Nancy Gadbrow	Nova University
1993	Jackson, MS	Jan Jackson	California State University, San Bernardino

Appendix S
Association for Continuing Higher Education

Citations for Leadership

<u>Year</u>	<u>Place</u>	<u>Recipient</u>
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Daniel R. Lang
		Richard T. Deters
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters
		Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard
		Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Gover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills
		Calvin L. Stockman

56th Annual Meeting of

ACHE

ASSOCIATION FOR CONTINUING HIGHER EDUCATION

Toronto, Canada

October 23-25, 1994



PARTNERSHIPS FOR CONTINUING HIGHER EDUCATION

Continuing education units are facing serious challenges in regard to budget, staffing, competition and placement within the institution and the community. The 1994 Program will provide a

variety of sessions that demonstrate how developing partnerships with various constituencies both on and off the campus can help address these issues.

Hosted by: Ryerson Polytechnic Institute
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